Anxiety in Adolescents: The Contribution of Parental Divorce, Parental Conflict, and Quality of Attachment to Parents and Peers

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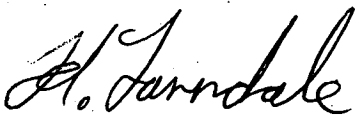
I declare that this thesis is my own work and that, to the best of my knowledge and belief, it does not contain material from published sources without proper acknowledgement, nor does it contain material which has been accepted for the award of any other higher degree or graduate diploma in any university



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Abstract

The impact of parental divorce or separation on children is a major issue of contemporary concern. The aim of the present literature review is to discuss the associated detrimental effects of parental divorce or separation, whilst also focusing on possible ameliorating/mediating factors identified in published literature, and outlining recommendations for further research. It can be identified from the literature that parental divorce or separation is associated with a range of problems for children throughout childhood and into adulthood, such as effects on psychological, social, cognitive and academic functioning. However what can also be inferred from the published literature is that adverse effects may not necessarily be a direct or simple consequence of the parental divorce or separation itself, but should also be considered in light of other related factors such as parental conflict, parent-child relations, peer support, family structure, and the timing of divorce. Several theories encompassing these factors are discussed including the spillover hypothesis, compensatory hypothesis, scapegoating/detouring, triangulation, role reversal, an enhancement of Sullivan's theory of attachment with parents and peers, a model building on both the emotional security hypothesis and attachment theory, and the sensitization hypothesis. Anxiety is the most common form of mental disorder in children in Australia, and Australian studies have shown that parental divorce is associated with psychological distress. Therefore studying anxiety in this context may provide further insight into the associated factors and intermediary variables. Further research, including all the above mentioned variables in the same study, is needed to provide greater insight into which variables (i.e. parental divorce, parental conflict, perceived quality of attachment to friends, perceived quality of attachment to parents, peer acceptance/rejection, family structure, and the age of the child at first parental separation) explain anxiety in adolescents.

The impact of parental divorce/separation upon children is a major issue of contemporary concern. The aim of this literature review is to discuss the associated detrimental effects of parental divorce/separation, whilst also focusing on possible ameliorating/mediating factors.

There are many difficulties that children in divorcing families are likely to face. Maughan and McCarthy (1997) described some of these difficulties: ongoing conflict between parents; economic hardship and loss of social status; moving house and changing schools; distressed parents whose capacity to respond to their children's needs may be reduced; and in many cases, subsequent remarriage of one or both parents, requiring new relationships with these new partners, and possibly with step siblings.

Research has successfully demonstrated the increased probability for children's disorders associated with marital discord, including effects on cognitive, social, academic, and psychological functioning (Cummings & Davies, 1994a; Ellis & Garber, 2000; Fergussan & Horwood, 1998). Rodgers (1996) perused 26 Australian studies that were identified by searching available bibliographic databases and by scrutinising the references given in relevant review papers and individual reports. He stated that Australian studies have shown that parental divorce is associated with many problems in adolescence and adulthood, such as psychological distress, depression, suicidal behaviour, poor academic achievement, low self-esteem, substance abuse, sexual precocity, delinquency, adult criminal offending, and habitual relapses into crime. Much of this type of research is correlational as much

as epidemiological research is, thus one should not infer that divorce causes such problems. The relationship is likely to be far more complex.

Children's adjustment problems may be maintained by rigid sets of negative beliefs related to parental separation such as beliefs they have the power to influence parental reunification, or a belief that abandonment by parents and rejection by peers is inevitable (Carr, 2000). The noncustodial parent may become anxious or depressed due to fears of losing his/her child, so that he/she sometimes becomes an "entertainer". The custodial parent is usually saddled with most of the responsibilities of day-to-day child rearing and may become frustrated and overwhelmed.

Maintaining factors for children's post-separation adjustment problems include parental conflict, non-optimal parenting styles, a lack of consistency in parental rules and routines across custodial and non-custodial households, a lack of clarity about new family roles and routines within each household, and confused family communication (Carr, 2000). Better post-separation adjustment occurs in youngsters who have psychological strengths such as high self-esteem, an internal locus of control, realistic beliefs about their parents' separation and divorce, good problem solving skills, and good social skills.

The Interplay of Parental Factors and the Effects upon Child Adjustment

Wallerstein (1983) commented on an extensive clinical investigation carried out by Wallerstein and Kelly (1980) of 131 children and their parents from 60

predominantly white, middle-class families in Northern California who were followed for a five-year period after the decisive marital separation. She found adolescents observed that parents are less able to 'parent' during the period of separation and the divorce itself. It could be that the poor parenting may be a "spillover" effect from the parental conflict, common in these situations, which can contaminate or disrupt interactions between parent and child. Coiro and Emery (1998) and Erel and Burman (1995) support the "spillover hypothesis" that the affect experienced and expressed in one relationship system can be transferred or carried over to other relationship systems.

Concepts from family therapy literature including scapegoating, triangulation, and boundary dissolution may be useful in understanding the processes by which parental conflict, common in divorce situations, may spread to and adversely affect the parent-child relationship (Cox, Paley, & Harter, 2001). Scapegoating generally involves the child taking on symptoms of the family pathology and is pinpointed by the parents as the problematic member of the family system, serving to distract from the tension of the marital subsystem, in turn adversely affecting the parent-child relationship. Triangulation refers to the pattern of family interaction in which one or both parents endeavour to recruit the child into a coalition against the other parent. This is likely to threaten the child's relationship with the parent against whom they are expected to align. As well, the child may feel resentment toward the parent with whom he or she is expected to align, as the expectation is basically to betray the other parent (Minuchin, 1974; Kerig, 1995; Lindahl, Clements, & Markman, 1997). Marital conflict may also lead to weakened boundaries between marital and parent-

child subsystems and disturbances in parent-child relationships when children attempt to intervene in their parents' arguments (Cox et al., 2001). There is some evidence that children who respond to interparental conflict by involving themselves in the conflict display higher levels of maladjustment than children who respond by distancing themselves from the conflict (Jenkins, Smith, & Graham, 1989; O'Brien, Margolin, & John, 1995). Children who intervene in interparental arguments may be at increased risk for parentification or role reversal and be seen as potential confidants by parents in a deteriorated marital subsystem. When the marital relationship deteriorates, parents are less able to distinguish their own needs from those of their children. This situation is often followed by the children assuming inappropriate roles or attempting to fulfill spousal or parental functions (Johnston, 1993). As adolescents presumably have a greater capacity to provide emotional support than younger children, they may more often become involved in parentification, as their parents look to them to provide what they perceive to be missing from their marriage. Jacobvitz and Bush (1996) found that fathers in emotionally distant marriages sought intimacy and affection from their daughters instead of their wives, whereas mothers in conflictual marriages sought intimacy from their daughters instead of their husbands. Additionally, if the children fall short of their parents' demands for nurturance or support, they may become rejected and abandoned (Johnston, 1993; Johnston & Campbell, 1988).

Some empirical evidence indicates a negative association between marital and parent-child relationships (Amato, 1986; Belsky, Youngblade, Rovine, & Volling, 1991; Brody, Pelligrini, & Sigel, 1986). However, parents' attempts to compensate

for marital difficulties may more likely result in parentification, triangulation, and cross-generational coalitions, than in truly healthy parent-child relationships.

According to Erel and Burman (1995), the compensatory hypothesis proposes that parents may seek fulfilment in the parent-child relationship to make up for dissatisfactions they experience in their marriage. However, as mentioned before Erel and Burman's (1995) results supported the spillover hypothesis. They conducted a meta-analysis of 68 studies to determine whether there is a relationship between marital and parent-child relationship quality, and whether this linkage is positive (as suggested by the spillover hypothesis) or negative (as suggested by the compensatory hypothesis). They did however mention a limitation of their study. The link between the marital and the parental-child relationship may be due to the impact of parent child relations on the marriage, of the marriage on parent-child relations, or of a third factor such as an occurrence of a stressful life event on both the marital and the parent-child relationship. Erel and Burman acknowledged they tended to use the language of adult-to-child causal model throughout their article and affirmed they recognized the other causal models are also quite viable. Because of the insufficient number of comparable longitudinal and cross-sectional studies, Erel and Burman were not able to distinguish the impact of the marital relationship on the parent-child relationship from the impact of the parent-child relationship on the marital relationship.

Further, according to Sessa and Steinberg (1991), diminished parenting is characterised by decreased affection, communication and parental control and

requires increased self-reliance and independence from the adolescent. This is not of course an inevitable outcome of divorce. Amato (1996), Amato and Keith (1991) and Kelly (1993) have expressed the view that a divorce does not necessarily imply poor parenting, and those children who feel close to one or both parents may escape any adverse effects of marital dissolution. On the other hand, parent-child relations are not necessarily ideal in intact families where for various reasons a child may feel unloved and misunderstood. Farndale (2000) found that any effects that may be assumed to be associated with parental divorce, should be considered in light of other factors, such as perceived poor parental conflict resolution; that is, the effects need not necessarily be a direct and simple consequence of the parental divorce itself.

Burns and Dunlop (1998) and Hines (1997) found that parental bonding is also a factor that needs to be considered when looking at the effects of divorce. Burns and Dunlop (1998) explored some processes that might underlie the frequently reported finding that the children of divorce have below average success in their own close relationships, as indicated by a higher rate of divorce and lower marital quality. Particularly, the study considered the proposition that poorer parent-child relations might be a major factor in explaining the association, i.e. parental divorce per se is not the causal factor affecting the development of offspring, but rather inadequate parenting seems to be responsible for offspring not having the emotional stability or social skills required for a successful adult relationship. Adolescents from divorced families (19 males, 18 females) were recruited in 1981-1982 through letters sent by the Family Court of Australia (N.S.W.) to all couples who had filed for divorce over

a three-month period at two registries. The couples had been separated for less than two years, and had an adolescent 13-16 years of age. Adolescents from intact families (22 males, 19 females) were contacted by letters sent via class teachers to parents of 13 to 16-year-old students in five high schools chosen to represent a matched sample in regard to socioeconomic status backgrounds. Participants were interviewed at the time of parental divorce when the children were aged 13 to 16, again three years later, and again ten years later.

Burns and Dunlop (1998) found divorced fathers were seen as less caring than nondivorced fathers, however there were no difference in the descriptions of divorced and nondivorced mothers on the Care scale. At Time 3 ten years later, 29% of participants were married, 14% were cohabiting with a partner, 57% were single, and one man from the intact group had divorced. Over half of the still single, were in a serious relationship. There were no associations between parental marital status and own current marital status. Of the unmarried 81.6% wished to be married at some time, with no difference between the intact and the divorce group. There appeared to be a trend where the divorce group favoured somewhat later marriage than did the intact group, but the difference did not reach statistical significance. It is also interesting to note that women in the sample did not wish to marry any earlier than did the men. At Time 3, Burns and Dunlop (1998) found weak trends in their data showing that intact family groups reported more readiness for intimacy, less wariness about relationships, greater satisfaction with their current relationships, and less disagreement with their partner, than the participants from divorced families; however these trends did not reach statistical significance. An explanation put

forward for why these trends were not significant, was that at the time of parental divorce – 13 to 16 years – these children were past the age of greatest vulnerability. This is in line with Amato's (1996) finding that experiencing parental divorce when respondents were 12 years of age or younger was associated with a higher risk of divorce in the child generation, as compared to experiencing parental divorce aged 13-19 years or aged 20years or older.

Family Structure, Parental Conflict, Parent-Child Relations and Mental Health / Anxiety

Further studies conducted on parent-child relations and anxiety in children by Grotevant and Cooper (1986) and Hauser and Bowlds (1990) found that positive parent-child relations and support from the family seems to benefit adjustment and emotional well-being of young children and lowers the chances of experiencing social anxiety and depression. Anxiety disorders are actually the most common form of mental disorder in both children and adults in Australia (Barrett, Webster, & Turner 2000). Prior, Sanson, Smart, and Oberklaid (1999) studied participants selected from the Australian Temperament Project (ATP), a large-scale, prospective longitudinal study of children's development from infancy onwards, which began in 1983. The initial sample comprised 2443 mostly Caucasian infants from urban and rural areas of the state of Victoria, Australian. The authors found that girls tend to be more prone to anxiety than boys.

Further support for the benefits of parent-child relations have been found by Reid, Landesman, Treder, and Jaccard (1989) who studied 249 six to twelve-year-old

children's perceptions of social support using the "My Family and Friends" instrument. They found that the mother's role executes the greatest impact on children's development and forms a specific type of buffer in most adverse situations. The authors stated that little is known about what happens when the child lives with the father and not the mother. However, Spruijt and DeGoede (1997) studied the effects of transitions in family structure on psychological health. Four family structures were examined using data from the Utrecht Study of Adolescent Development (Hart, Meeus & Kox, 1993). They found that changing family structures affect adolescents psychologically. This is not a simple additive effect. Single parent family structures are the most detrimental to psychological health followed by stepfamilies and intact families with high parental conflict. Relative to the other family structures, adolescents from stable intact families show the best psychological health. These effects remained after controlling for family income, gender, age, and educational level. Conflict in intact marriages was measured using two items with 5-point scales given to the parents. One item consisted of "Have you thought seriously about splitting up at any time in the last five years?" (Spruijt & De Goede, 1997, p. 901). The other item consisted of "Are you satisfied with your marriage" (Spruijt & De Goede, 1997, p. 901). Higher scores indicated higher levels of perceived conflict in the parent's marriage. Families with a total score of at least 8 were designated as "conflict families" while those who scored 7 or less were considered to have a stable intact marriage.

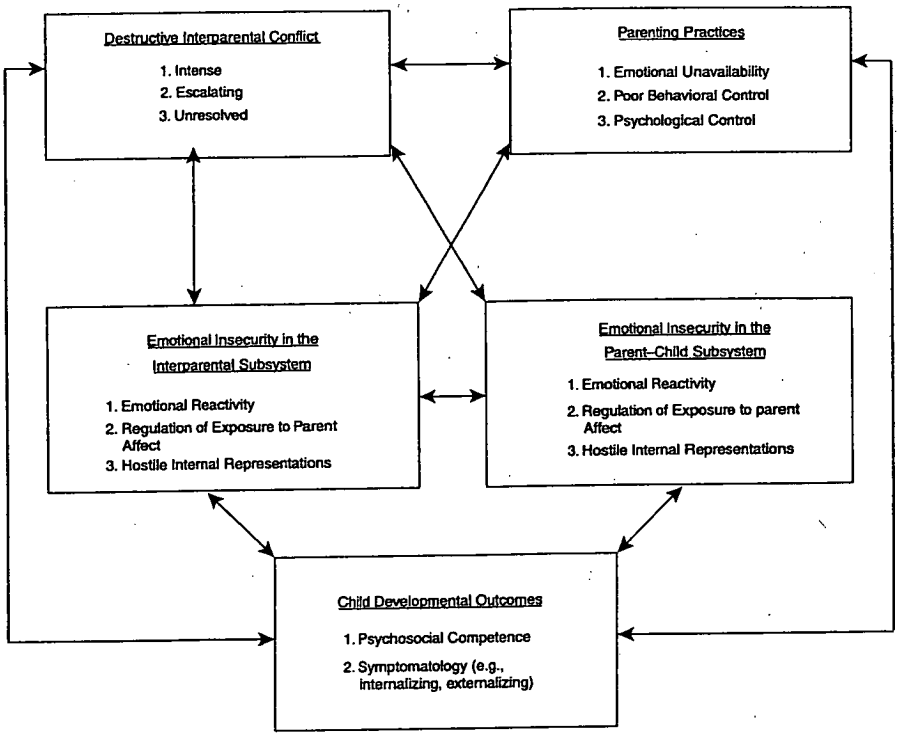
Hetherington, Cox, and Cox (1982) and Wallerstein (1984) have reported children

can be expected to normally react to parental separation with anxiety, whilst Kobak (1999) acknowledged that children can be expected to also react with uncertainty about the continued availability of parents as attachment figures. Research has found that children's anxiety may result from parents' rejection, which perhaps is a common perception of children of divorce (Doyal & Friedman, 1974). Siqueland, Kendell and Steinberg (1996) assessed differences between families with a child diagnosed with an anxiety disorder (n = 17) and control families (n = 27) on self-report measures of parenting and independent observers' ratings of family interaction. Children rated their parents, and parents rated themselves on the parental variables of warmth/acceptance and psychological autonomy/control. Similar constructs were rated by independent observers of family interaction. Parents of children with anxiety disorders were rated by observers as less granting of psychological autonomy than were controls. In addition, control children rated both their mothers and fathers as more accepting than children with anxiety disorders rated their parents.

The sensitization hypothesis predicts that prolonged exposure to destructive interparental conflict including intense, escalating violent, unresolved conflict, engenders progressively more negative emotional reactions in children such as anxiety and distress (Cummings & Davies, 2002). Furthermore, a model building on both the emotional security hypothesis and attachment theory may help to account for the interplay between marital conflict and parent-child relations in affecting children's adjustment can be seen in figure 1(Cummings & Davies, 2002). The joint

influence of destructive interparental conflict and poor parent-child relationships compromises children's abilities to preserve emotional security in the context of the interparental and parent-child subsystems through multiple pathways. Supporting these predictions, children's emotional security in the interparental and parent-child systems have been shown to mediate links between marital conflict and children's internalizing symptoms even after specifying the effects of the other pathway (Harold & Shelton, 2000).

Figure 1. "The joint influence of interparental and parent-child systems on emotional security as a mediator of child developmental outcomes" (Cummings and Davies, 2002, p. 33).



It is postulated that the parenting disturbances associated with marital relations increase children's risk for maladjustment by compromising their emotional security in the parent-child relationship. In support of part of this pathway, recent studies

have demonstrated that dimensions of parental emotional availability (e.g. Warmth, sensitivity, support, and hostility) partly mediate the link between marital conflict and child-parent attachment security (Frosch, Mangelsdorf, & McHale, 2000). On the other hand, as a byproduct of chronic experiences with marital discord, children may be prone to developing insecure or insecure-disorganised attachment patterns with their parents. Owen and Cox (1997) reported that witnessing parents' frightening and frightened behaviour during bouts of destructive interparental conflict compromised children's reliance in parents as sources of protection and support.

Divorce and Peer Attachment

Sullivan (1953) was the first theoretician to study "chumship", the intense close friendships that develop between children aged 8.5 – 11years. He credited pre-adolescent friendship as having a crucial role in promoting individual skills for intimate relationships and in protecting mental health in adulthood. Some studies do support the hypothesis that peer support and availability protect children from the deleterious effects of marital conflict (Rogers & Holmbeck, 1997; Wasserstein & La Greca, 1996), whereas other studies have failed to find any moderating effects (Jenkins & Smith, 1990).

Rogers and Holmbeck (1997) suggested that peer availability and the use of social supports may buffer children from the deleterious effects of marital conflict. They studied 80 children in Grades 6, 7, and 8. Children completed measures of

interparental aggression and of cognitive appraisal and coping strategies (including, amongst others, a Social Support subscale) reported in response to parents' conflicts. Children were instructed that questions regarding "interparental" conflict referred to the child's natural parents, stepparents, or adoptive parents, or to the parent's significant other living in the home. Children whose families did not fit any of these categories (e.g., a single parent without a significant other living in the home) did not participate in the research. Three measures were used to assess children's self-reported emotional and behavioural adjustment (self-worth, externalizing behaviour, and depression). Analyses also discovered that less frequent and weak marital conflict was associated with fewer adjustment problems for children whilst ineffective coping strategies and problematic beliefs about interparental conflict were related to greater maladjustment. Significant interaction effects indicated that perceived peer availability and the use of social supports may buffer negative effects of marital conflict on a child's emotional and behavioural adjustment. Follow-up analyses carried out to explore these interactions showed that children in high-conflict homes who reported less peer avoidance (and greater perceived peer availability) had lower externalizing behaviour and depression scores than children in high-conflict homes who reported greater peer avoidance. Additionally, follow-up analyses completed to investigate the found interactions showed that children in high-conflict homes who reported greater use of social supports had lower externalizing and depression scores than children in high-conflict homes who reported less use of social supports.

Likewise, Wasserstein and La Greca (1996) stressed that peer and friendship quality may buffer children from the deleterious effects of interparental conflict. They studied 96 children from two-parent homes (whether they be biological, adopted, or step-parents) and ethnically diverse backgrounds from fourth to sixth grade. Children completed the Social Support Scale for Children and Adolescents (Harter, 1985) in their classrooms, and were also interviewed individually regarding parental discord using items from the Children's Perceptions Questionnaire (Emery & O'Leary, 1982). Teachers rated each student on five items regarding behaviour problems (anxiety, depression, conduct problems, attention problems and social anxiety). Analyses discovered a significant interaction between friendship support and parental discord, indicating that support from close friends may help to moderate the negative impact of marital discord on children's behaviour. These findings suggest that children's friendship may represent an influential factor in their coping with such a life stressor, and have important clinical implications. Clinical and school-based interventions that facilitate peer support among children could be very useful for helping children cope with difficult home situations, such as parents who argue or fight.

Jenkins and Smith (1990) studied factors that were protective to children living in disharmonious homes. The sample was obtained from a representative sample of children aged nine to 12 years who took in previous general population study. Unlike Rogers and Holmbeck (1997) and Wasserstein and La Greca (1996) who measured children's perceptions of parental discord, Jenkins and Smith conducted semi-

structured interviews with both parents, to assess the quality of the parental marriage. Mothers provided information on children's behavioural and emotional difficulties and hypothesised protective factors (general quality of children's friendships, presence of a best friend, mother-child relationship, father-child relationship, sibling relationships, close relationship with an adult outside the family, children's hobbies, and children's positive recognition gained for activities or interests). Sixty-two families fell into the harmonious marriage group, whilst 57 fell into the disharmonious marriage group.

Jenkins and Smith (1990) used a two-way analysis of variance with the quality of the parental marriage and the hypothesised protective factor as main effects to examine each hypothesised Protective factor. Protective factors which interacted with the quality of the parental marriage were; children having a relationship with an adult outside the family, good sibling relationships, and an activity for which they received much positive recognition, and as such are seen to be protective factors for children in disharmonious homes. Children with a definite best friendship showed significantly fewer problems than children with dubious or no best friendship, however the interaction between the quality of parental marriage and the presence of a best friend was not significant. Children with poor quality friendships showed a significantly higher level of disturbance than children with either fair or good friendships, and the factor did not have a significantly different effect in good and poor parental marriage groups.

Jenkins and Smith (1990) also found children with poor parent-child relationships showed significantly more symptoms than did children with good parent-child relationships in both harmonious and disharmonious homes. Even though there was not a significant interaction between the quality of parental marriage and the mother-child relationship, there was a slight trend in this direction. In addition, there was only one child with a poor father-child relationship in the good parental marriage group, compared with 17 in the poor parental marriage group. Because of this, it is impossible to reliably estimate the children's mean symptoms score in the poor father-child relationship/good parental marriage group. The finding of no significant interaction between parental marriage and the father-child relationship might actually alter if there were more children in this group. Whilst there was no significant association between children's hobbies and their level of disturbance and the interaction between the quality of parental marriage and hobby was also not significant.

As mentioned previously, a major difference between the Rogers and Holmbeck (1997) and the Wasserstein and La Greca (1996) studies and the Jenkins and Smith (1990) study is the source of information on parental discord and a child's social support. Both studies surveyed in particular children's perceptions in order to arrive at this information, whilst Jenkins and Smith (1990) measured parental views. It could be argued that measuring children's perceptions is what is important here, not what parents think of their marriage or their children's social support. For example, if parents become proficient at concealing problems within the parental relationship,

perhaps it could be said: "what one doesn't know won't hurt one". In other words if children do not perceive problems within their parents' relationship, they may not be affected by the problems.

Armsden and Greenberg (1987) found that high attachment to friends scores were related to lower scores on depression and anxiety. They studied 86 undergraduate students ranging in age from 17 to 20 years. Nearly three quarters of the sample were living away from home. Data were collected from the respondents using measures gauging their well-being, affective status, family characteristics, the effect of stressful events that have occurred in the past year, and family/friend proximity seeking. As hypothesized, perceived quality of both parent and peer attachments was significantly related to psychological well-being. Furthermore, undergraduates classified as highly securely attached reported greater satisfaction with themselves, a higher likelihood of seeking social support, and less symptomatic response to stressful life events.

The importance of peer attachment in terms of psychological adjustment has been discussed previously. A similar variable, peer rejection could possibly also help to provide further explanation for adolescent anxiety. Peer rejection has been found to correlate with anxiety and/or withdrawal (Edelbrock, 1985; Strauss, Frame, & Forehand, 1987). Particularly, Edelbrock found that teachers reported more frequently that anxious children were disliked by their classmates, preferred younger playmates, were teased by others, and had poor peer relations overall compared to

other clinically referred children.

Strauss, Frame, and Forehand (1987) studied 48 children who were identified from among 325 second-grade through fifth-grade children attending two public elementary schools in rural Georgia. Of the 48, there were 24 children whom teachers rated as non-anxious and 24 children whom teachers rated as highly anxious. Overall anxiety in childhood tended to be associated with psychosocial maladjustment. A battery of measures was obtained to assess teacher, peer and self-perceptions of anxious and non-anxious children. These measures were also gathered for all other children in each classroom so that the participants in the study were not singled out in any way. In particular peer popularity/peer perceptions were assessed in the following ways: (1) children in each classroom provided names of three children with whom they most liked to play and three children with whom they liked to play the least; (2) children were asked to nominate a classmate for most shy, a classmate for most socially withdrawn, and a classmate for most aggressive; and (3) children provided ratings on a 5-point scale to indicate how much they liked to play with each classmate. Highly anxious children showed impairment in peer relations and in levels of depression, self-esteem, attention, school performance, and social behaviour when relative to non-anxious children. Specifically, anxious children were found to be significantly less popular than non-anxious children. They received fewer "like most" nominations, more "like least" nominations, and lower ratings of peer likeability compared to non-anxious children. Nonetheless, similar research is needed in the area of the role of peer acceptance/rejection in adolescents'

anxiety.

Parent and Peer Attachment

Sullivan (1953) attempted to provide a systematic account of the development of companionship and intimacy/emotional support. He proposed a model of social development where particular social needs were seen as emerging during certain stages of development. The attachment and function of children's relationships with parents and others such as friends, change with age (Sullivan, 1953). The characteristic of peer relationships and friendships change drastically during middle childhood, such that there is a shift from viewing the parents as the main support providers to relying on friends or "chums" to offer emotional support. Furman and Buhrmester, (1985) studied 199 fifth- and sixth-grade children who completed Network of Relationships Inventories, which assessed 10 qualities of their relationships with their mothers, fathers, siblings, grandparents, friends, and teachers. Consistent with Sullivan (1953), Furman and Buhrmester found the ratings of companionship with friends were greater than those for anyone else, and the ratings of intimacy with friends were equaled by only those for mothers.

Hunter and Youniss (1982) studied three functions of interpersonal relations (attempt at behaviour control, intimacy and nurture) in friendship, mother-child, and father child relations of 30 students each from 4^{th}, 7^{th}, 10^{th} grades and from undergraduate college programs. Participants rated eight statements that portrayed interpersonal interactions for each relationship to indicate how closely the statements

described participants' actual interpersonal relations. Hunter and Youniss found: intimacy in parent-child relations is higher than in friendship at 4th grade but intimacy in friendship surpasses the parent-child relationship level by 10th grade. They also found that nurture increases with increasing age in adolescents' friendship, whereas it remains relatively consistent and high across grades for parents. Additionally, friends exert less control than parents do across grades.

It is possible that parental divorce/separation could alter the usual situation with adolescents in relation to parent attachment. Perhaps as parents become more wrapped up in their own problems adolescents who tend to have a better quality communication and trust with their friends may feel even more alienated from their parents than is usual in intact families. Katz and Gottman (1996) believe that parents who are preoccupied with their own marital problems may withdraw from their children, and this withdrawal may be evident in "a lack of 'cognitive room' allocated to their children" (p. 74). For example they may be less likely to know the names of their children's friends. Additionally, parental withdrawal may be apparent in a lack of instrumental caregiving such as not cooking their children dinner. Although a lack of cognitive room and lessened instrumental caregiving may be distinct from emotional unavailability, children may experience these other forms of withdrawal from the parent-child relationship as signs of parental rejection, or at least a lack of interest. Distress, hostility, and preoccupation resulting from marital difficulties have been demonstrated to carry over into parenting practices, leading to impairments in parenting and ultimately child functioning (Jouriles & Farris, 1992;

Mahoney, Boggio, & Jouriles, 1996; Kitzman, 2000).

Timing of Divorce

Chase-Lansdale, Cherlin and Kiernan (1995) conducted a longitudinal examination of the effects of parental divorce during childhood and adolescence on the mental health of young adults aged 23. They used the National Child Development Study (NCDS), a longitudinal multimethod, nationally representative survey of 17,414 children born in Great Britain during the first week of March in 1958 (Shepherd, 1985). Children were followed up at birth and subsequently at ages 7, 11, 16, and 23 by means of maternal and child interviews, and by psychological, medical, and school assessments. In their early twenties, members of the 1958 cohort whose parents had divorced were almost 40% more likely than others to score in the clinically significant range of a measure of depressive symptomology. However, despite the relative increase in risk, only a minority of adults (10-11%) from the divorcing families, was affected by depression. Chase-Lansdale et al. also found that the children of divorced parents tend to complete less schooling, get worse jobs, earn less income, marry early, and establish less gratifying marital partnerships, showing that the consequences of childhood divorce may be felt long after childhood ends. The significance of the timing of divorce (7-11 yrs vs. 11-16 yrs) was also studied: the results implied that later divorces might be more harmful than earlier ones. However, Emery (1999) and Wallerstein & Kelly (1980) have found that younger children may be particularly at risk for more problematic post-divorce adjustments.

A limitation of this study by Chase-Lansdale et al. (1995) was that timing of divorce could only be measured as occurring between interviews, and could not be pinpointed at a more precise age. Several possible explanations for the finding are presented with caution, moreover, since the early versus later divorce coefficients were not significantly different from one another. First, it was suggested that the closer the proximity of the event of divorce to young adulthood, the greater the likelihood of continuing adverse reactions in the aftermath of divorce and maladjustment in the early 20s (Sroufe, 1990). A second reason might be that divorce during adolescence may be especially troubling, since this is a time of major developmental transformations and life choices for youth, involving the renegotiation of autonomy and connectedness with the family, the development of a sex-role identity, and intimate relationships with others (Cooper, Grotevant, & Condon, 1983; Feldman & Elliot, 1990; Hauser, 1991). However, Amato (1993), in the United States of America found that children from divorcing families often show elevated rates of behavioural and emotional problems, with the most marked elevation occurring in the immediate post-separation period, and then becoming more diminished with time since the divorce.

Conclusions

The literature tells us that parental divorce is associated with a range of problems for children throughout childhood and into adulthood, such as effects on cognitive, social, academic, and psychological functioning (Cummings & Davies, 1994; Ellis

& Garber, 2000; Fergussan & Horwood, 1998). Australian studies have shown parental divorce is associated with many problems in adolescence and adulthood, including psychological distress, depression, suicidal behaviour, poor academic achievement, low self-esteem, substance abuse, sexual precocity, delinquency, adult criminal offending, and habitual relapses into crime (Rodgers, 1996). However, what can also be inferred from the research is that adverse effects may not necessarily be a direct and simple consequence of the parental divorce itself, but should also be considered in light of other related factors such as, parental conflict, parent-child relations, peer support, family structure, and the timing of divorce.

Another adverse effect embroiled into the mix of associated results of divorce is that of poor parent-child relations. Several theories have been proposed to be useful to understand the ways by which parental conflict, common in divorce situations, may extend to and adversely affect the parent-child relationship. One explanation is that of the "spillover hypothesis", which states that the affect/emotion experienced and expressed in one relationship system can be transferred or carried over to other relationship systems (Coiro & Emery 1998; Erel & Burman, 1995). Other explanations from therapy literature include scapegoating/detouring, triangulation, and role reversal. Lastly, another explanation for why parental conflict common in divorce situations can extend to the parent-child relationship is that of the "compensatory hypothesis". This hypothesis states that parents may endeavour to find fulfilment in the parent-child relationship to make up for shortcomings they experience in their adult relationship, which may more likely result in

parentification/triangulation. A meta-analysis of 68 studies supported the spillover hypothesis (Erel & Burman, 1995).

However, positive parent-child relations appears to benefit children such that they may escape adverse effects of marital dissolution (Amato 1996; Amato & Keith 1991; Burns & Dunlop, 1998; Kelly, 1993). Although research has investigated child-mother attachment with older children, little research has investigated child-father attachment relationships past infancy or toddlerhood (Frosch, Mangelsdorf, McHale, 2000). Reid, Landesman, Treder, and Jaccard (1989) found that the mother's role has the greatest impact on the development of children aged 6-12, and forms a specific type of buffer in most adverse situations. Little is known of what occurs when a child lives with the father and not the mother. Sprujt and DeGoede (1997) studied family structure and found that single parent family structures are the most detrimental to psychological health followed by stepfamilies and intact families with high parental conflict. Adolescents from stable intact families show the best psychological health, compared to the other family structures. Furthermore, some studies have found that peer support and availability protect children from the deleterious effects of marital conflict (Rogers & Holmbeck, 1997; Wasserstein & La Greca, 1996) whilst other studies have failed to find any moderating effects (Jenkins & Smith, 1990).

Sullivan (1953) suggests that the attachment and function of children's relationships with parents and others such as friends, change drastically during

middle childhood such that there is a shift from seeing the parents as the main support providers to relying on friends to provide emotional support. Parental divorce/separation could also enhance this shift.. Parents from divorced/separated situations might become more wrapped up in their own problems such that their conflicts "spill over" into the parent-child relationships and adolescents from these parental divorce/separation situations tend to have a better quality of trust/communication with their friends and perhaps feel more alienated from their parents than adolescents whose parents are not divorced/separated. It would be of interest to investigate such a hypothesis.

Furthermore, a model building on both an emotional security hypothesis and on attachment theory may help to account for the interplay between marital conflict and parent-child relations in affecting children's adjustment (Cummings & Davies, 2002). The joint influence of destructive interparental conflict and poor parent-child relationships compromises children's abilities to preserve emotional security in the context of the interparental and parent-child subsystems though multiple pathways. It is postulated that parenting disturbance associated with marital relations increase children's risk for maladjustment by compromising their emotional security in the parent-child relationship.

Furthermore, the sensitization hypothesis predicts that prolonged exposure to destructive interparental conflict including intense, escalating violent, unresolved conflict, engenders progressively more negative emotional reactions such as anxiety

and distress (Cummings & Davies, 2002). Research has found that children's anxiety may result from parents' rejection/non acceptance (Doyal & Friedman, 1974; Siqueland, Kendell & Steinberg, 1996). In addition, Armsden and Greenberg (1987), Edelbrock (1985), and Strauss, Frame, and Forehand (1987) found that poor peer relations (i.e. peer rejection/poor peer attachment) appears to be related to anxiety. Anxiety disorders are the most common form of mental disorder in children in Australia (Barrett, Webster, & Turner, 2000). It has been said girls tend to be more prone to anxiety than boys (Prior, Sanson, Smart & Oberklaid, 1999).

The timing of divorce was studied by Chase-Lansdale, Cherlin, and Kiernan (1995), who found that later divorces might by more harmful than earlier ones. This study did not distinguish precise ages, it only being measured as occurring between interviews (interviews taken at ages 7, 11, 16, & 23). Amato (1993) found behavioural/emotional problems become diminished with time since divorce. It is recommended that the age of the child at separation is studied in future investigations.

Directions for Future Research

As anxiety is the most common form of mental disorder in children in Australia today it is of interest to study the associated factors and mediating influences. Australian studies have shown that parental divorce is associated with psychological distress, and studying anxiety in this context may provide further insight into these associated factors and intermediary variables.

It appears from past research that parental conflict, common in divorce situations, is associated with detrimental parent-child relations. However, if the parent-child relationship quality is preserved, it has been shown to act as a buffer such that children escape adverse effects of marital dissolution. Similar findings have been found with peer support, which can protect children from the deleterious effects of marital conflict. It is of interest to investigate whether parental divorce enhances Sullivan's (1953) proposed shift in the main providers of emotional support in adolescence, and adolescents from parental divorce/separation situations have a better quality peer attachment and a poorer quality parent attachment than adolescents from parents who are not divorced/separated.

Futhermore, Cummings and Davies (2002) have described their model outlining the interplay between marital conflict and parent-child relations affecting children's adjustment. The sensitization hypothesis predicts that prolonged exposure to interparental conflict engenders emotional reactions such as anxiety or distress. Both poor peer relations and parents' rejection have also been found to correlate with anxiety. It appears marital conflict, parent-child relations, and peer relations (i.e. Peer attachment/rejection) are of interest to study regarding anxiety in adolescents.

Furthermore, the structure of a child's live-in family has been found to be associated with psychological health, and may add further explanation to anxiety in

adolescents. The timing of divorce has also been studied, with contradictive results being found between studies. It would be of interest to examine the effect of the timing of divorce amongst anxiety in adolescents. Additionally, gender would be a variable of interest when studying anxiety, as it has been said that girls tend to be more prone to anxiety than boys.

Further research, including all the above mentioned variables in the same study, is needed to provide greater insight into which variables (i.e. parental divorce, parental conflict, perceived quality of attachment to friends, perceived quality of attachment to parents, peer acceptance/rejection, family structure, and the age of the child at first parental separation) explain anxiety in adolescents. In particular studying models of mediation is of interest, as this type of research, discovering the associated mediating variables, can aid in the design of intervention programs for adolescent anxiety, and children from divorced/high conflict families.

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Empirical Study

Predicting Anxiety in Adolescents: The Contribution of Parental Divorce, Parental Conflict, and Quality of Attachment to Parents and Peers

Predicting Anxiety in Adolescents: The Contribution of Parental Divorce, Parental Conflict, and Quality of Attachment to Parents and Peers

Holly Farndale

Abstract

The principal aim of the present study was to examine the prediction of anxiety in adolescents aged 13-15 years using parental and peer-related factors as predictors. The 91 participants for this study were recruited through schools in Hobart, Tasmania and the 'Parents without Partners' support group. Each adolescent was asked to complete a questionnaire assessing parental divorce/separation status, past parental conflict, present parental conflict, peer attachment, mother attachment, father attachment, peer acceptance/rejection, the age of the adolescent at first parental separation, and anxiety. Multiple regression analyses showed that parental divorce/separation status did not make a significant contribution to explanatory variance in anxiety measures, whilst the examination of parental conflict measures revealed that only in anxiety related to social concerns / concentration did present parental conflict make an additional significant contribution to the explanatory variance. The overwhelming finding of the study was the importance of peer acceptance in predicting anxiety. Multiple regression analyses showed that poor peer acceptance was by far the prominent predictor that figured in all measures of anxiety in adolescents but physiological anxiety. The results also indicated that strong father attachment is predictive of lower overall anxiety levels, physiological anxiety levels, and worry/oversensitivity levels, with mother attachment offering no significant additional contributions amongst the other variables. However, with social concerns/concentration difficulty scores, father attachment was not evident as a predictor, but rather the more time spent with father the lower were social concerns and concentration difficulty scores. In between-groups analyses, it was found that adolescents from parental divorce/separation situations (n=43) had a poorer quality of attachment to their mother and father compared to adolescents whose parents were not divorced/separated (n=49), irrespective of gender. By contrast, peer attachment was not influenced by parental divorce/separation status, but was influenced by gender, with girls having a better quality of attachment to peers than did boys. No significant differences in anxiety levels were found between adolescents from parental divorce/separation situations. A non-significant trend was found showing girls reported higher levels of each type of anxiety than boys. The non-significant interaction between peer and parent attachment indicated that differences in anxiety between adolescents with high and low parent attachment were not affected in turn by high or low peer attachment levels. As a result of the study's findings it was recommended that when designing intervention programs for adolescent anxiety, that peer acceptance, father attachment, and parental conflict be considered.

Introduction

Children in divorcing families are likely to face many difficulties (Maughan & McCarthy, 1997). Two such difficulties the present research pays attention to include; the ongoing conflict between parents and distressed parents whose capacity to respond to their children's needs may be reduced. Research has successfully shown the increased likelihood for children's disorders associated with marital discord, including effects on cognitive, social, academic, and psychological functioning (Cummings & Davies, 1994a; Ellis & Garber, 2000; Fergussan & Horwood, 1998). Australian studies have demonstrated that parental divorce is associated with psychological distress in adolescence and adulthood (Rodgers, 1996). Rigid sets of negative beliefs related to parental separation such as beliefs by children and adolescents that they have the power to influence parent reunification, or a belief that abandonment by parents and rejection of peers is inevitable, may maintain children's adjustment problems (Carr, 2000).

Carr (2000) asserted that maintaining factors for children's post-separation adjustment problems include parental conflict, non-optimal parenting styles, a lack of consistency in parental rules and routines across custodial and non-custodial households, a lack of clarity about new family roles and routines within each household, and confused family communication. Better post-separation adjustment occurs in children who have psychological strengths such as high self-esteem, an

internal locus of control, realistic beliefs about their parents' separation and divorce, good problem solving skills, and good social skills.

Wallerstein (1983) commented that adolescents observe that parents are less able to 'parent' during the period of separation and the divorce itself. Further, Sessa and Steinberg (1991) stated that diminished parenting is characterised by decreased affection, communication and parental control and requires increased self-reliance and independence from the adolescent. This is not of course an inevitable outcome of divorce. Amato (1996; Amato & Keith, 1991; Kelly, 1993) adopted the view that a divorce does not inevitably involve poor parenting, and those children who feel a strong bond with one or both parents may escape any adverse effects of parental divorce/separation. On the other hand, parent-child relations are not necessarily perfect in intact families where for various reasons a child may feel unloved and misunderstood. Any effects that may be assumed to be associated with parental divorce, should be thought about whilst bearing other factors in mind, such as perceived poor parental conflict resolution; that is, the associated effects may not necessarily be a direct and simple consequence of the parental divorce alone. A hypothesis related to this area is the sensitization hypothesis developed by Cummings and Davies (2002), which postulates that prolonged exposure to intense, escalating violent, unresolved and destructive interparental conflict provokes progressively more negative emotional reactions such as anxiety and distress (Cummings & Davies, 2002).

Burns and Dunlop (1998) and Hines (1997) found that parental bonding is also a factor that needs to be considered when looking at the effects of divorce. Burns and Dunlop (1998) explored whether children of divorced parents are themselves more prone to relationship breakdowns and whether poor parent-child relations might be the cause of intergenerational transmission. They concluded that parental divorce per se is not the causal factor affecting the development of offspring, but rather inadequate parenting seems to be responsible for offspring not having the emotional stability or social skills required for a successful adult relationship.

Furthermore, a model building on both the emotional security hypothesis and attachment theory may help to account for the interplay between marital conflict and parent-child relations and its influence on children's adjustment (Cummings & Davies, 2002). The joint effect of destructive interparental conflict and poor parent-child relationships compromises children's capacity to maintain emotional security in the context of the interparental and parent-child subsystems through multiple pathways. Harold and Shelton (2000) have found support for these predictions, finding children's emotional security in the interparental and parent-child systems mediates links between marital conflict and children's internalizing symptoms even after specifying the effects of the other pathway. Perhaps parenting disturbances associated with marital relations increase children's risk for maladjustment by compromising their emotional security in the parent-child relationship. In support of part of this pathway, recent studies have shown that dimensions of parental emotional availability (e.g. warmth, sensitivity, support, and hostility) partly mediate

the link between marital conflict and child-parent attachment security (Frosch, Magelsdorf, & McHale, 2000). On the other hand, these children may be prone to developing insecure or insecure-disorganised attachment patterns with their parents, as a byproduct of chronic experiences with marital discord. It has been reported that witnessing parents' frightening and frightened behaviour during bouts of destructive interparental conflict compromises children's reliance in parents as sources of protection and support (Owen & Cox, 1997).

Reid, Landesman, Treder, and Jaccard (1989) have also looked at attachment and found that the mother's role executes the greatest impact on children's development and forms a specific type of buffer in most adverse situations. However, little is known about what happens when the child lives with the father and not the mother. Grotevant and Cooper (1986) and Hauser and Bowlds, (1990) studied parent-child relations and anxiety in children and found that positive parent-child relations and family support seems to promote better adjustment and emotional well-being of young children and lowers the likelihood of experiencing social anxiety and depression. Anxiety disorders are actually the most common form of mental disorder in both children and adults in Australia (Barrett, Webster, & Turner 2000), with girls tending to be more prone to anxiety than boys (Prior, Sanson, Smart, & Oberklaid, 1999).

There is research which has found that children's anxiety may result from parents' rejection, perhaps a common perception of children of divorce, and deficiency in

granting psychological autonomy to children (Doyal & Friedman, 1974; Siqueland, Kendell & Steinberg, 1996). Parents who are preoccupied with their own marital problems may withdraw from their children (Katz & Gottman, 1996), in terms of having less "cognitive room" for their child such as not knowing the names of their children's friends, and a decrease in instrumental caring activities such as cooking their children dinner. Children may attribute these forms of withdrawal from the parent-child relationship as signs of parental rejection, or at least a lack of interest. Jouriles and Farris (1992), Mahoney, Boggio and Jouriles (1996) and Kitzman (2000) have found that parental preoccupation, distress, and hostility resulting from parental conflict or divorce/separation carry over into parenting practices, leading to impairments in parenting and ultimately child functioning.

Sullivan (1953) maintained that attachment and function of children's relationships with parents and others such as friends, change with age, a claim that has been supported by later research. Furman and Buhrmester (1985) Hunter and Youniss (1982) found that the characteristics of peer relationships and friendships change drastically during middle childhood, such that there is a shift from viewing the parents as the main support providers to relying on friends or "chums" to offer emotional support. It is possible that parental divorce/separation enhances this shift.

Chase-Lansdale, Cherlin and Kiernan (1995) looked at the timing of divorce (when children were7-11 yrs vs. 11-16 yrs) and found that divorces at later developmental stages might be more harmful to children and adolescents than at earlier stages.

However, they did not distinguish between precise ages, it only being measured as occurring between interviews (interviews taken at ages 7, 11, 16, & 23). Amato (1993) found behavioural/emotional problems diminished with time since divorce. These studies highlight the importance of considering the age of children at the time of divorce when investigating the effects of divorce.

Poor quality attachment to friends has been found to be related to depression/anxiety. Wasserstein and La Greca (1996) stressed that peer and friendship quality may buffer children from the deleterious effects of interparental conflict. Some studies do support the hypothesis that peer support and availability protect children from the deleterious effects of marital conflict (Rogers & Holmbeck, 1997; Wasserstein & La Greca, 1996), whereas other studies have failed to find any moderating effects (Jenkins & Smith, 1990). Buhrmester (1992) found that adolescents who enjoyed close relationships with peers tended also to be less prone to anxiety and depression. Also, peer rejection has been found to correlate with anxiety and/or withdrawal (Edelbrock, 1985; Strauss, Frame, & Forehand, 1987). Research is needed in the area of the role of peer acceptance/rejection in adolescents' anxiety.

Aim and Hypotheses

Based on the previous discussion of the literature, the principal aim of the study was to examine the prediction of anxiety using parental and peer factors. Here the question of interest was whether parental divorce/separation per se is the strongest

predictor of anxiety or whether other more specific factors in adolescents' relationships such as the actual perceived level of conflict in their parents' relationship (sensitization hypothesis) and the quality of attachment to parents and peers have a more important contributory role. These factors might provide a buffering effect for adolescents whose parents have separated.

The exploratory model to be investigated is as follows:

In terms of predictive relationships between anxiety and a number of variables that have been related to it in previous literature, multiple regression analysis will be used to test whether divorce vs. intact family or whether perceived conflict between parents by adolescents best explains anxiety in adolescents, whilst also testing the contributions of perceived quality of attachment to friends, perceived quality of attachment to parents, peer acceptance/rejection, and age of the child at first parental separation, since little is known about the contributions of these factors relative to conflict and divorce in families.

The present study uses an expansion of Sullivan's theory, postulating that, as well as with age, children's relationships with parents and friends, change in quality and relative importance, with the family situation, i.e. Divorced/separated vs. intact families. It is anticipated that as parents from divorce/separation situations become more wrapped up in their own problems, adolescents will tend to have a better quality peer attachment and a poorer quality parent attachment than adolescents whose parents are not divorced/separated. A further aim of this study was to

establish whether differences exist in key measures of attachment, anxiety and peer relations as a function of adolescents living in either intact or a separated/divorced household. The study also examined whether differences exist in anxiety levels as a function of the gender of adolescents as well as investigating the associations between attachment and anxiety.

Specific hypotheses explored in relation to group differences in this study are as follows:

1. Adolescents from parental divorce/separation situations will have higher levels of anxiety, a lower quality of attachment to parents, and a higher quality of attachment to friends, compared to adolescents whose parents are not divorced/separated.

2. Adolescent girls will report higher levels of anxiety compared to adolescent boys.

3. Adolescents with high quality of attachment to parents and friends will report significantly less anxiety than either i)adolescents with high quality of attachment to parents and low attachment to friends, or ii)adolescents with low quality of attachment to parents and high attachment to friends, or iii)adolescents with low quality of attachment to parents and low attachment to friends.

Method

Participants

The 91 participants for this study were recruited through the 'Parents without Partners' support group and through schools in the Hobart, Tasmania area. The sample comprised 47 female (M = 14.36 years, SD = 0.74) and 44 male (M = 14.05 years, SD = 0.83) students aged 13-15 years inclusive. There were 42 students whose parents were divorced/separated (25 females; 17 males) and 49 students whose parents lived together (22 females; 27 males) included. The following table outlines the average age and SDs of females and males within groupings of those adolescents from parental divorce/separation situations and those situations where parents are together.

Table 1

Means and SD (in brackets) of Age

	Parental Divorce/Separation Status	
Sex of child	Together	Separated/Divorced
Female	14.36 (0.73)	14.36 (0.76)
Male	14.07 (0.78)	14.00 (0.94)

A two-way between groups ANOVA was conducted using gender and parental divorce/separation status as independent variables and age of the adolescent as the dependent variable. The main effect for gender was not significant $F(1, 90) = 3.70$,

$p>0.05$, indicating that age was not significantly different between boys and girls. There was however a trend for girls to be older than boys, but this just fell short of being significant ($p=.058$). The main effect for parental divorce/separation status was not significant, $F(1,90) = 0.05$, $p>0.05$, indicating that age was not significantly different between those whose parents have divorced/separated and those from intact families. The gender by parental divorce/separation status interaction effect also was not significant, $F(1, 90)=.04$, $p>0.05$.

Design

This study involved between-groups analyses involving gender and parental divorce/separation status effects and high/low parental and peer attachment, as well as multiple regression analyses involving the prediction of anxiety using a range of family and peer-related variables (see Appendices E, F, G, H, and I).

Materials

Assessment of anxiety

Reynolds and Richmond's (1978) Revised Children's Manifest Anxiety Scale (RCMAS) was used to assess anxiety manifested via internalization, rumination, physical expression, problems with attention and others. The scale consists of 37 items rated on a yes-no basis. An example of one of the items in the scale is "I often worry about something bad happening to me". The RCMAS is comprised of four subscales labeled Physiological Anxiety (PA), Worry/Oversensitivity (W/O), Social Concerns/Concentration (S/C) and Lie. The RCMAS has adequate internal

consistency, test-retest reliability (Reynolds & Paget, 1983; Wisniewski, Mulick, Genshaft, & Coury, 1987), and construct validity (Mattison, Bagnatto, & Brubaker, 1988).

Assessment of perceived past and present parental figure conflict

Moos' (1974) Conflict subscale of the Family Environment Scale (slightly altered, by substituting the area of interest from the "family" to "parental figures") was used to measure adolescents' perceptions of conflict amongst their parental figures. The subscale consists of nine items rated on a true-false basis. An example of one of the items of the subscale "We fight a lot in our family", was changed to "The parental figures in this parent figure combination fight a lot", so that perceived parental figure conflict was measured, rather than overall family conflict. Also, so that distinction could be made between which parent figure combinations involved the greatest extent of conflict, rather than using the true-false rating, a 5-point likert scale was used ranging from very untrue to very true, as well as there being a 'don't know' rating. Moos (1990) studied 1,067 participants and looked at the internal consistency of the Conflict subscale, finding Cronbach's alpha to be 0.75. In a sample of 47, Moos (1990) found the 2-month Test-Retest Reliability of the Conflict subscale to be 0.85. In a sample of 35, Moos (1990) found the 4-month stability of the Conflict subscale to be 0.66. Moos and Moos (1994) focused on aspects of construct validity and stated that Conflict was linked to an index of family arguments that is composed of the number of areas in which family members report disagreements.

Respondents were asked to identify all the parental figure combinations they had lived with, identifying who the parental figures were in each parental figure combination (ie. biological mother, adoptive father, step-father etc.), outlining a time-line (what ages has/was this been the case), and to complete the conflict scale for each parental figure combination they have lived in (identifying average days a month spent in each household during this time-line). The following is the explanation that was given to participants on the questionnaire: "During your life you may have lived with many different people, including parents, step-parents, grandparents, foster parents, aunties, uncles etc. We would like to know all the combinations of adults you have lived with, who have been like parents to you **for more than one month**, throughout your life. Please answer the set of questions for each of these parent combinations. Space for three different parental figure combinations has been provided in this questionnaire. Please see the researcher if you have lived with more than three different parental figure combinations throughout your life".

Assessment of perceived quality of attachment to parents and friends

Armsden and Greenberg's (1987) Inventory of Parent and Peer Attachment (IPPA) was used to assess perceived quality of attachment to parents and friends. The inventory consists of 28 statement items related to the parent, and 25 statement items related to friends, which respectively produces three attachment scores for each attachment source (trust, communication, alienation). The Trust subscale measured

degree of mutual trust, the Communication subscale measured the quality of communication, whilst the Alienation subscale measured the extent of anger and alienation. Respondents in the present study were asked to indicate on a scale of 1 to 7 the extent to which each was true for them at that stage. An example from an item from Section 1 assessing the quality of attachment to the parents is "I wish I had different parents" which was changed to "I wish I had a different mother/father". Each of the 28 items was asked for mother and for father, so attachment to the mother alone, and attachment to the father alone could be examined, rather than only an overall parent attachment. Overall parent attachment was gained through an average of the two separate parent attachment measures. An example from an item from Section 2 assessing the quality of attachment to friends is "My friends are fairly easy to talk to". The IPPA has been found to possess strong test-retest reliability, convergent validity (Armsden & Greenberg, 1987) and internal consistency across times of measurement (Papini & Roggman, 1992).

Assessment of peer acceptance and peer rejection

Bracken's (1993) Social subscale of the Multidimensional Self-Concept Scale (MSCS) (altered) was used to assess adolescents' social self-concepts regarding their 'peers' (ie. assessing peer acceptance/rejection). The regular subscale consists of 25 statement items, asking about 'people' in general and gives a general social self-concept score. Each item in this subscale had an acceptance/rejection theme and as this measure is required to measure adolescents' self-concepts regarding their 'peers' (ie. assessing peer acceptance/rejection), statements were changed such that

"people" was substituted with "students in my class", for example a statement such as "People avoid me", was changed to "Students in my class avoid me". This altered new subscale was aimed at measuring how the adolescent perceives students' evaluation of him/her, how students in one's class act towards the adolescent, and how the adolescent acts/feels in relation to feeling accepted/rejected, giving a score for peer acceptance/rejection. Respondents were asked to rate each statement according to how they honestly felt, with either strongly agree, agree, disagree, or strongly disagree. This new subscale was used instead of using the usual sociometric instruments where all peers in a class rate the person on likeableness for two reasons, firstly the perception of the adolescent can be seen as being more important than the ratings of those in one's class as if one does not know they are rejected, then it is likely adverse affects would not follow, and secondly we did not have access to all participants class members (particularly children of Parents Without Partners group members) needed for use of such sociometric instruments.

Using a sample of 2,501 Bracken (1993) examined the internal consistency of the MSCS Social subscale and found that the alpha coefficient for the MSCS Social subscale was 0.90. The MSCS was administered to 37 eighth-grade students in a pretest-postest fashion. The interval between initial and follow-up assessments was 4 weeks. The stability coefficient on the Social subscale was 0.79.

Discriminant validity was provided by comparing the MSCS to the theoretically related Piers-Harris Children's Self Concept Scale (Piers, 1984) and the Coopersmith

Self-Esteem Inventory (Coopersmith, 1984). The Social subscale of the MSCS correlated 0.83 and 0.57 respectively, indicating some overlap.

Assessment of other variables

Respondents were asked to provide additional information on a demographic questionnaire including their gender; age; if their parents were not together; how old they themselves were when their parents first separated, the proportion of days spent in households they live in and who the households are made up of, and number of siblings.

Procedure

The parents and adolescent were given a separate information sheet explaining the study, in order to gain informed consent from parents and the adolescent for the adolescent to take part in the study. Each adolescent was asked to fill out the questionnaire containing each assessment of each variable. Small groups were arranged and lead by the researcher, either in the school or at a locality outlined by those adolescents recruited through the Parents Without Partners group, so that adolescents could fill in the form independent of parental influence. (Please see Appendices A, B, and C).

Results

Collation and Treatment of Data

The raw data consisting of scores on the various scales and information on the demographic described above were collated and modified in order to arrive at the variables used in the present analyses. See Table 2 for abbreviations used in the Results section and in the data set in appendix F.

Table 2
Variable Abbreviations and Variable Labels

Variable Abbreviation	Variable Label
"divorce status" or "parental"	parental divorce/separation status
"peer accept." or "peeracep"	peer acceptance/rejection
"past conflict" or "pastconf"	perceived past parental figure conflict
"present conf" or "presconf"	perceived present parental figure conflict
"mother attach" or "mas"	mother attachment
"mastrust"	mother attachment trust score
"mascomm"	mother attachment communication score
"masalien"	mother alienation subscale score
"Father Attach" or "fas"	father attachment
"fastrust"	father attachment trust score
"fascomm"	father attachment communication score
"fasalien"	father alienation subscale score
"Peer Attach" or "pas"	peer attachment
"pastrust"	peer attachment trust score
"pascomm"	peer attachment communication score
"pasalien"	peer alienation subscale score
"daysspentwitfa"or"daywitfa"	proportion of days spent with father
"RCMAS" or "anxiety"	RCMAS overall anxiety
"Phys ANX" or "physanx"	physiological anxiety
"worry/over" or "worryanx"	worry/oversensitivity
"soc conc/conc" or "socanx"	social concerns/concentration
"dayspentwitmo"or"daywitmo"	proportion of days spent with mother
"age"	age in years
"agesep"	age at first parental separation
"paras"	parent attachment
"paras2"	parent attachment high/low
"pas2"	peer attachment high/low

In relation to the variables in Table 2:

- The variable parental divorce/separation status reflects the status of an adolescent's biological parents' relationship. If the parents were together a 1 was recorded and if the parents were separated/divorced a 2 was recorded.
- the variable peer acceptance/rejection reflects the peer acceptance/rejection raw score which is the summed score of item ratings given to items
- the variable perceived past parental figure conflict is a reflection of conflict experienced in previous parental figure combinations as perceived by the adolescent. For each individual past parent figure combination, the conflict ratings of items endorsed were summed and then divided by the number of items endorsed giving a mean rating of items endorsed in that past parent figure combination. After completing the mean rating of items endorsed in each past parent figure combination these mean ratings for past parent figure combinations were summed and divided by the total number of past parent figure combinations to give a perceived past parental figure conflict score.
- the variable perceived present parental figure conflict is a reflection of conflict experienced in present parental figure combinations as perceived by the adolescent. For each individual present parent figure combination, the conflict ratings of items endorsed were summed and then divided by the number of items endorsed giving a mean rating of items endorsed in that present parent figure combination. After completing the mean rating of items endorsed in each present

parent figure combination these mean ratings for present parent figure combinations were summed and divided by the total number of present parent figure combinations to give a perceived present parental figure conflict score

- the variable mother attachment reflects the mean rating of items endorsed in the Mother Attachment Scale found by summing ratings and dividing by the number of items endorsed
- the variable mother attachment trust score reflects the mean rating of items endorsed in the Trust subscale within the overall Mother Attachment Scale
- the variable mother attachment communication score reflects the mean rating of items endorsed in the Communication subscale within the overall Mother Attachment Scale
- the variable mother alienation score reflects the mean rating of items endorsed in the Alienation subscale within the overall Mother Attachment Scale
- the variable father attachment reflects the mean rating of items endorsed in the Father Attachment Scale found by summing ratings and dividing by the number of items endorsed
- the variable father attachment trust score reflects the mean rating of items endorsed in the Trust subscale within the overall Father Attachment Scale
- the variable father attachment communication score reflects the mean rating of items endorsed in the Communication subscale within the overall Father Attachment Scale
- the variable father alienation score reflects the mean rating of items endorsed in the Alienation subscale within the overall Father Attachment Scale

- the variable peer attachment reflects the mean rating of items endorsed in the Peer Attachment Scale found by summing the ratings and dividing by the number of items endorsed
- the variable peer attachment trust score reflects the mean rating of items endorsed in the Trust subscale within the overall Peer Attachment Scale
- the variable peer attachment communication score reflects the mean rating of items endorsed in the Communication subscale within the overall Peer Attachment Scale
- the variable peer alienation score reflects the mean rating of items endorsed in the Alienation subscale within the overall Peer Attachment Scale
- the variable proportion of days spent with father reflects the proportion of time spent living with one's father based on an average number of days per month. The average number of days spent living with one's Father in one month was divided by 30 to give a monthly average index based on 30 days in a month e.g., 15 days/30 = 0.50 (i.e. half one's time spent with father). A similar index was worked out for the proportion of days spent with mother.
- the variable RCMAS overall anxiety reflects the summed score of all endorsed items on RCMAS scale except those items of the Lie subscale
- the variable physiological anxiety reflects the summed score of all endorsed items of those items in the RCMAS full scale that make up the physiological anxiety subscale
- the variable worry/oversensitivity reflects the summed score of all endorsed items of those items in the RCMAS full scale that make up the worry/oversensitivity

subscale

- the variable social concerns/concentration reflects the summed score of all endorsed items of those items in the RCMAS full scale that make up the social concerns/concentration subscale
- the variable age in years reflects an adolescent's age in years
- the variable age at first parental separation reflects an adolescent's age at when their parents first separated
- the variable parent attachment reflects the sum of the mean rating of mother attachment and the mean rating of father attachment divided by 2.
- the variable parent attachment high/low was worked out as follows: those scores of parent attachment below the median were classed as low and recorded as 1 and those scores of parent attachment above the median were classed as high and recorded as 2
- the variable peer attachment high/low was worked out as follows: those scores of peer attachment below the median were classed as low and recorded as 1 and those scores of peer attachment above the median were classed as high and recorded as 2

Correlational Analyses

In order to explore predictive relationships between anxiety and a number of variables that have been related to it in previous literature, multiple regression analyses were carried out. This was to test whether divorce vs. intact family or whether perceived conflict between parents by adolescents best explained anxiety in adolescents whilst also determining the relative contributions of perceived quality of

attachment to friends, perceived quality of attachment to parents, peer acceptance/rejection, and age of the child at first parental separation, since little was known about the contributions of these factors relative to conflict and divorce in families.

Simple correlations between variables were conducted and are displayed in the following table.

Table 3
Pearson's r Intercorrelations Between Variables for 91 Adolescent Girls and Boys

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1.Divorce status	--	-.02	.84	.25	-.24	-.32	-.08	-.83	.16	.06	.12	.25
2.Peer accept.		--	.10	.01	.27	.20	.50	.01	-.46	-.23	-.37	-.59
3.Past conflict			--	.36	-.30	-.21	.02	-.61	.09	.06	.06	.15
4.Present conf.				--	-.54	-.22	.02	-.13	.16	.22	.00	.22
5.Mother attach					--	.34	.28	.11	-.30	-.24	-.21	-.34
6.Father Attach						--	.01	.32	-.38	-.27	-.32	-.37
7.Peer Attach							--	.02	-.22	-.16	-.14	-.28
8.Daysspentwitfa								--	-.17	-.04	-.15	-.26
9.RCMAS									--	.81	.87	.83
10.Phys ANX										--	. 49	.60
11.Worry/over											--	.58
12.Soc conc/conc												--

Note: Coefficients > .21 are significant at the .05 level.

Stepwise regression analysis was conducted using overall anxiety as the dependent variable and parental divorce/separation status, peer acceptance/rejection, perceived past parental figure conflict, perceived present parental figure conflict, mother attachment, father attachment, and peer attachment as the independent

variables. Only peer acceptance and father attachment reached the tolerances required for the equation. Results are displayed in the following table.

Table 4
Summary of Stepwise Regression Analysis for Variables Predicting the RCMAS Overall Anxiety Score (N = 91)

Variable	*B*	*SE B*	*β*
Step 1			
Peeracep	-.22	.05	-.46**
Step2			
Peeracep	-.20	.05	-.40**
FAS	-1.45	.44	-.30**

Note. $R^2 = .21$ for Step 1 ($p < .01$); $\Delta R^2 = .09$ for Step 2 ($p < .01$); peeracep = peer acceptance/rejection raw score; FAS = father attachment
* $p < .05$; ** $p < .01$.

Peer acceptance/rejection was a significant predictor of adolescents' overall anxiety and accounted for 21% of the variance at Step 1. Step 2 showed that father attachment accounted for an additional 9% of the variance. These results indicate that stronger peer acceptance and to some extent stronger father attachment were associated with lower levels of overall anxiety, whilst the other variables did not provide significant additional contributions.

It is apparent from the simple correlation matrix that proportion of days spent with father is significantly related to father attachment, $r = .32$, $N = 91$, $p < .01$, (two tailed test of significance). Because proportion of days spent with father may be a

confounding factor it was controlled for in subsequent hierarchical multiple regression analyses investigating the prediction of overall anxiety.

Table 5
Summary of the Hierarchical Regression Analysis Controlling for Proportion of Days Spent With Father in the Prediction of Overall Anxiety (N = 91)

Variable	*B*	*SE B*	*β*
Step 1			
Daysspentwitfa	-2.57	1.57	-.17
Step2			
Daysspentwitfa	-1.18	1.43	-.08
Peeracep	-.20	.05	-.40**
FAS	-1.33	.47	-.27**

Note. $R^2 = .03$ for Step 1 ($p > .05$); $\Delta R^2 = .27$ for Step 2 ($p < .01$); peeracep = peer acceptance/rejection raw score; FAS = father attachment; daysspentwitfa = proportion of days spent with father
* $p < .05$; ** $p < .01$.

Proportion of days spent with father was not a significant predictor of adolescents' overall anxiety and accounted for only 3% of the variance at Step 1. Step 2 showed that when peer acceptance/rejection and father attachment were added, they accounted for an additional 27% of the variance as a whole. Both father attachment and peer acceptance were still significant predictors of overall anxiety when proportion of days spent with father was controlled for.

A trend has been found in previous literature that later parental divorces might be more harmful in terms of the mental health of offspring than earlier divorces (Chase-Lansdale,Cherlin, and Kiernan, 1995), so hierarchical multiple regression analyses were performed to investigate any additional contribution that age at

parental separation may make to the prediction of overall anxiety in adolescents whose parents are divorced/separated, and are displayed in the following table.

Table 6
Summary of the Hierarchical Regression Analysis for Variables Predicting the RCMAS Overall Anxiety Score in Adolescents Whose Parents had Separated (n = 42)

Variable	*B*	*SE B*	*β*
Step 1			
Peeracep	-.16	.07	-.34*
FAS	-1.26	.67	-.27
Step2			
Peeracep	-.16	.07	-.34*
FAS	-1.19	.66	-.26
Agesep	-.28	.20	-.20

Note. $R^2 = .21$ for Step 1 ($p < .05$); $\Delta R^2 = .04$ for Step 2 ($p > .05$); peeracep = peer acceptance/rejection raw score; FAS = father attachment; agesep = age at first parental separation.
* $p < .05$; ** $p < .01$.

Age at parental separation did not make a significant additional contribution to the prediction of overall anxiety in those adolescents from divorced/separated households.

Stepwise regression analysis was conducted using physiological anxiety as the dependent variable and parental divorce/separation status, peer acceptance/rejection, perceived past parental figure conflict, perceived present parental figure conflict, mother attachment, father attachment, and peer attachment as the independent variables. Only father attachment reached the tolerances required for the equation. Results are displayed in the following table.

Table 7
Summary of Stepwise Regression Analysis for Variables Predicting the Physiological Anxiety Score (N = 91)

Variable	*B*	*SE B*	*β*
Step 1			
FAS	-.50	.19	-27**

Note. $R^2 = .07$ for Step 1 ($p < .05$); FAS = father attachment
* $p < .05$; ** $p < .01$.

Father attachment was a significant predictor of adolescents' overall anxiety and accounted for 7% of the variance at Step 1. These results indicate that stronger father attachment was associated with lower levels of adolescents' overall anxiety, whilst the other variables did not provide significant additional contributions.

It is apparent from the simple correlation matrix that proportion of days spent with father is significantly related to father attachment, $r = .32, N = 91, p < .01$, (two tailed test of significance). Because proportion of days spent with father may be a confounding factor it was controlled for in subsequent hierarchical multiple regression analyses investigating the prediction of physiological anxiety.

Table 8
Summary of the Hierarchical Regression Analysis Controlling for Proportion of Days Spent with Father in the Prediction of Physiological Anxiety (N = 91)

Variable	*B*	*SE B*	*β*
Step 1			
Daysspentwitfa	-.24	.60	-.04
Step2			
Daysspentwitfa	-.28	.62	.05
FAS	-.53	.20	-.28*

Note. $R^2 = .002$ for Step 1 ($p > .05$); $\Delta R^2 = .07$ for Step 2 ($p < .05$); FAS = father attachment; daysspentwitfa = proportion of days spent with father
* $p < .05$; ** $p < .01$.

Proportion of days spent with father was not a significant predictor of adolescents' overall anxiety and accounted for only 0.2% of the variance at Step 1. Step 2 showed that when father attachment was added, it accounted for 7% of the variance as a whole father attachment remained a significant predictor of physiological anxiety when proportion of days spent with father was controlled for.

Hierarchical multiple regression analyses were performed to investigate any additional contribution that age at parental separation may make to the prediction of physiological anxiety in adolescents whose parents are divorced/separated and are displayed in the following table.

Table 9
Summary of the Hierarchical Regression Analysis for Variables Predicting the Physiological Anxiety Score in Adolescents Whose Parents had Separated (n = 42)

Variable	*B*	*SE B*	*β*
Step 1			
FAS	-.60	.28	-.33*
Step2			
FAS	-.59	.28	-.32*
Agesep	-.04	.08	-.07

Note. $R^2 = .11$ for Step 1 ($p < .05$); $\Delta R^2 = .005$ for Step 2 ($p > .05$); FAS = father attachment; agesep = age at first parental separation.
* $p < .05$; ** $p < .01$.

Age at parental separation did not make a significant additional contribution to the prediction of physiological anxiety in those adolescents from divorced/separated households.

Stepwise regression analysis was conducted using worry/oversensitivity as the dependent variable and parental divorce/separation status, peer acceptance/rejection, perceived past parental figure conflict, perceived present parental figure conflict, mother attachment, father attachment, and peer attachment as the independent variables. Only peer acceptance and father attachment reached the tolerances required for the equation. Results are displayed in the following table.

Table 10
Summary of Stepwise Regression Analysis for Variables Predicting the Worry/Oversensitivity Score (N = 91)

Variable	*B*	*SE B*	*β*
Step 1			
Peeracep	-.09	.02	-.37**
Step2			
Peeracep	-.08	.02	-.32**
FAS	-.63	.24	-.26*

Note. $R^2 = .14$ for Step 1 ($p < .01$); $\Delta R^2 = .06$ for Step 2 ($p < .05$); peeracep = peer acceptance/rejection raw score; FAS = father attachment
* $p < .05$; ** $p < .01$.

Peer acceptance/rejection was a significant predictor of adolescents' worry/oversensitivity and accounted for 14% of the variance at Step 1. Step 2 showed that father attachment accounted for an additional 6% of the variance. These results indicate that stronger peer acceptance and to some extent stronger father attachment were associated with lower levels of adolescents' worry/oversensitivity, whilst the other variables did not provide significant additional contributions.

It is apparent from the simple correlation matrix that proportion of days spent with father is significantly related to father attachment, $r = .32$, $N = 91$, $p < .01$, (two tailed test of significance). Because proportion of days spent with father may be a confounding factor it was controlled for in subsequent hierarchical multiple regression analyses investigating the prediction of worry/oversensitivity.

Table 11
Summary of the Hierarchical Regression Analysis Controlling for Proportion of Days Spent With Father in the Prediction of Worry/Oversensitivity (N = 91)

Variable	*B*	*SE B*	β
Step 1			
Daysspentwitfa	-1.10	.79	-.15
Step2			
Daysspentwitfa	-.51	.76	-.07
Peeracep	-.08	.02	-.32**
FAS	-.57	.25	-.24*

Note. $R^2 = .02$ for Step 1 ($p > .05$); $\Delta R^2 = .18$ for Step 2 ($p < .01$); peeracep = peer acceptance/rejection raw score; FAS = father attachment; daysspentwitfa = proportion of days spent with father
* $p < .05$; ** $p < .01$.

Proportion of days spent with father was not a significant predictor of adolescents' worry/oversensitivity and accounted for only 2% of the variance at Step 1. Step 2 showed that when peer acceptance/rejection and father attachment were added, they accounted for an additional 18% of the variance as a whole. It is worth noting that both father attachment and peer acceptance were still significant predictors of worry/oversensitivity when proportion of days spent with father was controlled for.

Hierarchical multiple regression analyses were performed to investigate any additional contribution that age at parental separation may make to the prediction of worry/oversensitivity in adolescents whose parents are divorced/separated and are displayed in the following table.

Table 12
Summary of the Hierarchical Regression Analysis for Variables Predicting the Worry/Oversensitivity Score in Adolescents Whose Parents had Separated (n = 42)

Variable	*B*	*SE B*	*β*
Step 1			
Peeracep	-.07	.03	-.28
FAS	-.54	.35	-.23
Step2			
Peeracep	-.07	.03	-.29
FAS	-.50	.34	-.21
Agesep	-.17	.10	-.24

Note. $R^2 = .15$ for Step 1 ($p < .05$); $\Delta R^2 = .06$ for Step 2 ($p > .05$); peeracep = peer acceptance/rejection raw score; FAS = father attachment; agesep = age at first parental separation.
* $p < .05$; ** $p < .01$.

Age at parental separation did not make a significant additional contribution in the prediction of worry/oversensitivity to the prediction of worry/oversensitivity in those adolescents from divorced/separated households.

Stepwise regression analysis was conducted using social concerns/concentration as the dependent variable and parental divorce/separation status, peer acceptance/rejection, perceived past parental figure conflict, perceived present parental figure conflict, mother attachment, father attachment, and peer attachment as the independent variables. Only peer acceptance, father attachment, and perceived present parental figure conflict reached the tolerances required for the equation. Results are displayed in the following table.

Table 13
Summary of Stepwise Regression Analysis for Variables Predicting the Social Concerns/Concentration Score (N = 91)

Variable	*B*	*SE B*	*β*
Step 1			
Peeracep	-.09	.01	-.59**
Step2			
Peeracep	-.08	.01	-.54**
FAS	-.41	.13	-.27**
Step3			
Peeracep	-.09	.01	-.55**
FAS	-.34	.13	-.22**
Presconf	.51	.23	.18*

Note. $R^2 = .35$ for Step 1 ($p < .01$); $\Delta R^2 = .07$ for Step 2 ($p < .01$); $\Delta R^2 = .03$ for Step 3 ($p < .05$); peeracep = peer acceptance/rejection raw score; FAS = father attachment; presconf = present perceived parental figure conflict.
* $p < .05$; ** $p < .01$.

Peer acceptance/rejection was a significant predictor of adolescents' social concerns / concentration and accounted for 35% of the variance at Step 1. Step 2 showed that father attachment accounted for an additional 7% of the variance. Step 3 showed that perceived present parental figure conflict accounted for an additional 3% of the variance. These results indicate that stronger peer acceptance and to some extent stronger father attachment and to some extent lower perceived present parental figure conflict were associated with lower levels of adolescents' social concerns / concentration, whilst the other variables did not provide significant additional contributions.

It is apparent from the simple correlation matrix that proportion of days spent with father is significantly related to father attachment, $r = .32$, $N = 91$, $p < .01$,

(two tailed test of significance). Because proportion of days spent with father may be a confounding factor it was controlled for in subsequent hierarchical multiple regression analyses investigating the prediction of social concerns/concentration.

Table 14
Summary of the Hierarchical Regression Analysis Controlling for Proportion of Days spent With Father in the Prediction of Social Concerns/Concentration (N = 91)

Variable	*B*	*SE B*	*β*
Step 1			
Daysspentwitfa	-1.25	.49	-.26*
Step2			
Daysspentwitfa	-.86	.39	-.18*
Peeracep	-.09	.01	-.56**
FAS	-.26	.13	-.17
presconf	.48	.23	.17*

Note. $R^2 = .07$ for Step 1 ($p < .05$); $\Delta R^2 = .41$ for Step 2 ($p < .01$); peeracep = peer acceptance/rejection raw score; FAS = father attachment; presconf = perceived present parental figure conflict; daysspentwitfa = proportion of days spent with father
* $p < .05$; ** $p < .01$.

Proportion of days spent with father was a significant predictor of adolescents' social concerns / concentration and accounted for only 7% of the variance at Step 1. Step 2 showed that when peer acceptance/rejection, father attachment and Present conflict were added, they accounted for an additional 41% of the variance as a whole. It is worth noting that father attachment was not a significant predictor of social concerns / concentration when proportion of days spent with father was controlled for.

Hierarchical multiple regression analyses were performed to investigate any additional contribution that age at parental separation may make to the prediction of social concerns / concentration in adolescents whose parents are divorced/separated and are displayed in the following table.

Table 15
Summary of the Hierarchical Regression Analysis for Variables Predicting the Social Concerns/Concentration Score in Adolescents Whose Parents had Separated (n = 42)

Variable	*B*	*SE B*	*β*
Step 1			
Peeracep	-.07	.02	-.52**
Daysspentwitfa	-.98	.76	-.18
Presconf	.13	.34	.05
Step2			
Peeracep	-.07	.02	-.54**
Daysspentwitfa	-.85	.76	-.16
Presconf	.41	.38	.17
Agesep	-.10	.07	-.24

Note. $R^2 = .29$ for Step 1 ($p < .01$); $\Delta R^2 = .04$ for Step 2 ($p > .05$); peeracep = peer acceptance/rejection raw score; daysspentwitfa = proportion of days spent with father; presconf = perceived present parental figure conflict; agesep = age at first parental separation.
* $p < .05$; ** $p < .01$.

Age at parental separation did not make a significant additional contribution to the prediction of social concerns/concentration in those adolescents from divorced/separated households.

Between-Groups Effects for Attachment

A MANOVA was carried out to determine whether there were significant gender and parental divorce/separation status effects on three different measures of attachment: to mother, father and peers, as well as each subscale of the attachment figures (trust, communication, and alienation). There were significant main effects for respondents' gender, Wilks' Lambda = .63, $F(3, 85) = 3.75, p < 0.01$, and parental divorce/separation status Wilks' Lambda = .67, $F(3, 85) = 3.06, p < 0.01$. Accordingly the MANOVA was followed by separate two-way ANOVAs for each attachment measure.

Mother attachment

A two-way between-groups ANOVA was conducted using gender (male; female) and parental divorce/separation status (divorced/separated, together) as independent variables and mother attachment as the dependent variable. The main effect for gender was not significant, $F(1, 90) = 0.00, p > 0.05$. It was apparent from these results that in the present sample girls' attachment to their mothers was no greater than that of boys. The main effect for parental divorce/separation status however, was significant, $F(1, 90) = 5.04, p < 0.05$, indicating that mother attachment is influenced by parental divorce/separation status. Examination of the means suggests that those from parental divorce/separation situations have a significantly lower degree of attachment to their mother ($M = 4.54$, $SD = 1.13$) compared to adolescents whose parents are not divorced/separated ($M = 5.08$, $SD = 1.12$). The gender by parental divorce/separation status interaction effect was not significant, $F(1, 90) = 0.04, p > 0.05$. From these results it is apparent that any differences in mother

attachment across parental divorce/separation status does not depend on the gender of the child. In other words, it is similar for boys and girls.

Further two-way between groups ANOVAs were conducted using gender and parental divorce/separation status as independent variables and each subscale of mother attachment as the dependent variable. The main effects for gender were not significant for each two-way ANOVA. It was apparent from these results that in the present sample girls reports of trust, communication, or alienation within mother attachment was no greater than that of boys'. However the main effects for parental divorce/separation status were significant in the cases of communication $F(1, 90) = 6.11$, $p < 0.05$, and alienation $F(1, 90) = 4.72$, $p<0.05$, indicating that communication and alienation within mother attachment is influenced by parental divorce/separation status. Examination of the means suggests that those whose parents are not divorced/separated ($M = 4.74$, $SD = 1.14$) have significantly better quality of communication with their mother compared to adolescents from parental divorce/separation situations ($M = 4.15$, $SD = 1.22$). In addition, examination of the means also suggests that those from parental divorce/separation situations feel more alienated by their mother ($M = 3.74$, $SD = 1.21$) compared to adolescents whose parents are not divorced/separated ($M = 3.11$, $SD = 1.33$). The main effect for parental divorce/separation status was not significant in the case of trust within mother attachment. It was apparent from these results that in the present sample reports of mutual trust within mother attachment from those adolescents from intact families were not greater than those from divorced/separated situations. The gender

by parental divorce/separation status interaction effect was not significant in any of these two-way ANOVAs. From these results it is apparent that any differences in types of mother attachment across parental divorce/separation status does not depend on the gender of the child.

Father attachment

A two-way between groups ANOVA was conducted using gender and parental divorce/separation status as independent variables and father attachment as the dependent variable. The main effect for gender was not significant, $F(1, 90) = 1.92$, $p > 0.05$, thus father attachment in girls was no different from that of boys. The main effect for parental divorce/separation status was significant $F(1, 90) = 8.60$, $p < 0.01$. Thus adolescents' attachment to their father is influenced by parental divorce/separation status. Examination of the means suggests that those from parental divorce/separation situations have a lower quality of attachment to their father ($M = 4.09$, $SD = 1.39$) compared to adolescents whose parents are not divorced/separated ($M = 4.93$, $SD = 1.19$). The gender by parental divorce/separation status interaction effect was not significant, $F(1, 90) = 0.20$, $p > 0.05$. These results suggest that the differences in father attachment across parental divorce/separation status does not differ for boys and girls.

Further two-way between groups ANOVAs were conducted using gender and parental divorce/separation status as independent variables and each subscale of father attachment as the dependent variable. The main effects for gender were not

significant for each two way ANOVA, thus trust, communication, or alienation within father attachment in girls was no different from that of boys. However the main effects for parental divorce/separation status were significant in the cases of trust $F(1, 90) = 10.79, p < 0.01$, communication $F(1, 90) = 4.12, p < 0.05$ and alienation $F(1, 90) = 8.45, p < 0.01$, indicating that trust, communication and alienation within father attachment are influenced by parental divorce/separation status. Examination of the means suggests that those from parental divorce/separation situations have a significantly lower degree of mutual trust with their father ($M = 4.61$, $SD = 1.67$) compared to adolescents whose parents are not divorced/separated ($M = 5.63$, $SD = 1.12$). Examination of the means suggests that those whose parents are not divorced/separated ($M = 4.35$, $SD = 1.41$), have better quality of communication with their father compared to adolescents from parental divorce/separation situations ($M = 3.68$, $SD = 1.50$). Additionally, examination of the means also suggests that those from parental divorce/separation situations feel more alienated by their father ($M = 4.07$, $SD = 1.42$) compared to adolescents whose parents are not divorced/separated ($M = 3.16$, $SD = 1.32$). The gender by parental divorce/separation status interaction effect was not significant in any of these two-way ANOVAs. These results suggest that the differences in trust, communication and alienation within father attachment across parental divorce/separation status does not differ for boys and girls.

Peer attachment

A two-way between-groups ANOVA was conducted using gender and parental divorce/separation status as independent variables and peer attachment as the dependent variable. The main effect for gender was significant $F(1, 90) = 17.08, p < 0.01$, indicating that peer attachment is different for adolescent boys and girls. Examination of the means suggests that girls ($M = 5.52$, $SD = 0.91$) have a higher quality of attachment to peers than do boys ($M = 4.68$, $SD = 1.14$). The main effect for parental divorce/separation status was not significant, $F(1, 90) = 1.93, p > 0.05$. Peer attachment was therefore not influenced by parental divorce/separation status in the current sample. The gender by parental divorce/separation status interaction effect was not significant, $F(1, 90) = 0.25, p > 0.05$, indicating that gender differences in peer attachment do not vary with parental divorce/separation status.

Further two-way between groups ANOVAs were conducted using gender and parental divorce/separation status as independent variables and each subscale of peer attachment as the dependent variable. The main effects for gender were significant in the cases of trust $F(1, 90) = 10.70, p < 0.01$ and communication $F(1, 90) = 36.61$, $p < 0.01$, indicating that trust and communication within peer attachment is different for adolescent boys and girls. Examination of the means suggests that adolescent girls have a higher degree of mutual trust with their friends ($M = 5.88, SD = 0.95$) compared to adolescent boys ($M = 5.19$, $SD = 1.27$). In addition, examination of the means also suggests that adolescent girls have a higher quality of communication with their friends ($M = 5.66$, $SD = 1.01$) compared to adolescent boys ($M = 4.13$, SD

= 1.49). The main effect for gender was not significant in the case of alienation within friendships, indicating alienation within friendships in girls was no different from that of boys. The main effects for parental divorce/separation status were not significant for each two way ANOVA. Trust, communication, or alienation within peer attachment is therefore not influenced by parental divorce/separation status. The gender by parental divorce/separation status interaction effects were not significant in any of these two-way ANOVAs, indicating that any gender differences in types of peer attachment did not vary with parental divorce/separation status.

Between-Groups Effects for Anxiety

A MANOVA was carried out to determine whether there were significant gender and parental divorce/separation status effects on the anxiety subscales of the RCMAS as well as in the overall RCMAS anxiety measure. Individual follow-up ANOVAs with gender and parental divorce/separation status as the independent variables and the anxiety subscales and RCMAS scale separately as dependent variables were intended to indicate whether adolescents from parental divorced/separation situations have higher levels of anxiety, possibly in different manifestations of anxiety. However, the main effect for parental divorce/separation status was not significant, Wilks' Lambda = 0.91, $F(4, 85) = 2.02$, $p = 0.098$, and further analysis was not warranted. The analysis also revealed a non-significant main effect for gender, Wilks' Lambda = 0.96, $F(4, 85) = 0.87$ $p = 0.487$, indicating that contrary to the second hypothesis, levels of anxiety were similar in boys and girls.

It was of interest in the present study to investigate whether adolescents with high quality of attachment to parents and peers reported significantly less anxiety than all or some of the remaining groups: adolescents with high quality of attachment to parents and low attachment to peers; high quality of attachment to peers and low attachment to parents; and adolescents with low quality of attachment to both parents and peers. In order to investigate this question a MANOVA was conducted using high/low parental attachment and high/low peer attachment as independent variables and the RCMAS subscales of anxiety and the RCMAS overall scale as the dependent variables. The participants were divided into these two groups by using a median split method.

The main effect for level of parental attachment was significant Wilks' Lambda = 0.83, $F(4, 85) = 4.40, p < 0.01$, indicating that anxiety was influenced by level of parental attachment. Separate follow-up ANOVAs illustrated that this effect was consistent for all RCMAS anxiety subscales and the RCMAS overall anxiety scale. Examination of the means showed that those adolescents with a high quality of attachment to parents reported significantly less general anxiety, physiological anxiety, worry/oversensitivity, and social concern/concentration types of anxiety. The main effect for peer attachment was not significant, Wilks' Lambda = 0.98, $F(4, 85) = 0.38, p > 0.05$, suggesting that peer attachment did not influence anxiety in the present sample. The parental-peer interaction effect was not significant, Wilks' Lambda = 0.98, $F(4, 85) = 0.53, p > 0.05$, and thus it can be concluded that the

differences in the anxiety measures across high/low parental attachment did not depend on high/low peer attachment.

Discussion

Predictors of Anxiety

The major goal of this study was to evaluate whether parental divorce/separation status or whether perceived conflict between parents by adolescents best explains anxiety in adolescents whilst also testing the contributions of perceived quality of attachment to friends, perceived quality of attachment to parents, peer acceptance/rejection, and age of the child at first parental separation, since little was known about the contributions of these factors relative to conflict and divorce in families. It is interesting to note that parental divorce/separation status did not contribute significantly to any measure of anxiety relative to other variables in the present study. It would seem that those studies finding parental divorce being associated with dire outcomes (Rodgers, 1996), are limited due to the lack of possible mediating/moderating factors in their research designs. This parental divorce/separation status variable is a very broad one, perhaps encompassing more subtle effects in a simple dichotomy.

Another possibility for why parental divorce or separation status did not appear to be a significant predictor of adolescent anxiety, and perceived present parental figure conflict between parents only appeared as a predictor for adolescents' social concerns/concentration difficulties, could be in the underlying high correlation of .84 between the parental divorce or separation status and past conflict variables. This multicollinearity might explain why a significant relationship between the anxiety variables and either of these variables was not found. Because these two

potential predictors were strongly intercorrelated they appeared to tend to "steal" variance from each other and so appeared to basically be in competition in the regression equation.

The overwhelming finding of the study was the importance of peer acceptance in predicting anxiety. It was by far the most prominent predictor that figured in all measures of anxiety but physiological anxiety, and predicted a very sizeable proportion of the variance in anxiety measures (14-35%). This finding tends to support what Sullivan has said about the importance of chumships in late childhood and early adolescence: that they replace to some extent the family relationships in terms of significance in the adjustment and social development of adolescents. The correlation in the case of social concerns is particularly strong, indicating that this might be the case. It is interesting to note however that peer acceptance (the individual's perceptions *of* how well he/she is accepted) is the strongest predictor for overall anxiety symptoms, worry/oversensitivity, and social concerns/concentration, whilst peer attachment did not make a significant contribution. The peer acceptance subscale was aimed at measuring how the adolescent perceives students' evaluation of him/her, how students in one's class act towards the adolescent, and how the adolescent acts/feels in relation to feeling accepted/rejected, giving a score for peer acceptance/rejection. It would appear from the present results that having peer acceptance in one's class as a whole serves as a buffer against anxiety, rather than more specific attachment to friends (i.e. trust, communication, and non-alienation). Researchers have found that close peer relationships can occasionally compensate

for deficiencies in the principal attachment to a parent (Dontas, Maratos; Fafoutis; & Karangelis, 1985; Youngblade & Belsky, 1992).

The results also indicate that strong father attachment is predictive of lower overall anxiety levels, physiological anxiety levels, and worry/oversensitivity levels, with mother attachment offering no significant additional contributions amongst the other variables. However, with social concerns/concentration difficulty scores, father attachment was not evident as a predictor, but rather the more time spent with father the lower were social concerns and concentration difficulty scores. Both these findings appear to challenge Bowlby's (1973) idea of the supreme importance of the mother to children's adjustment. Alternately, it is possible that mothers are a "given" in parental-child relationships, and, hence it is father attachment or the time spent with one's father that may make the additional difference in ameliorating children's anxiety. Bowlby suggests that the relationship with the mother is the most important, and in line with attachment theory it would be expected that poor mother attachment would be more strongly predictive of adolescent anxiety than poor father attachment. It may be that the role of fathers has evolved over time, such that they have a much more important place in their children's lives nowadays.

Specifically, stronger peer acceptance, and to some extent father attachment was associated with lower levels of adolescents' overall anxiety symptoms and adolescents' worry/oversensitivity, whilst the other variables did not provide significant additional contributions. Furthermore, peer acceptance does not appear

to have predictive ability in relation to physiological anxiety, with only stronger father attachment being associated with lower levels of adolescents' physiological anxiety, whilst the other variables did not provide significant additional contributions.

Interestingly, stronger peer acceptance and to some extent a greater proportion of days spent with one's father in a month and additionally lower perceived present parental figure conflict was associated with lower levels of adolescents' social concerns/concentration, whilst the other variables did not provide significant additional contributions to explanatory variance. The finding of an association between parental conflict and anxiety provides some support for the sensitization hypothesis (Cummings and Davies 2002). This hypothesis predicts that prolonged exposure to interparental conflict engenders progressively more negative emotional reactions (anxiety). In the present study, perceived present parental figure conflict predicted anxiety in the areas of social concerns and interference with concentration.

This study's finding of an association between parental conflict and some anxiety manifestations also lends support to another model building on both the emotional security hypothesis and attachment theory, postulating that parenting disturbances associated with marital conflict increase children's risk for maladjustment by compromising their emotional security in the parent-child relationship. Other studies have also found marital conflict predicts children's problematic social behaviour (Cummings & Zahn-Waxler, 1992; Cummings, Hennessy, Roabideau, &

Cicchettis, 1994). In addition, Ladd and Le Sieur maintain that family environments and the processes that occur within them, impact social competence. However other research has found indications that marital conflict and violence predicts child outcomes even after controlling for other family and ecological characteristics (Cummings & Davies, 1994a & 1994b; Fergussan & Horwood, 1998; Fergussan, Horwood, & & Lynsky, 1992). Additionally, the present results appear in line with Emery (1989) and Katz and Gottman (1995) who reported that a positive parent-child relationship can buffer children from many of the negative consequences of marital conflict.

Gender and Family Status Effects in Anxiety and Attachment

Another aim of this study was to investigate whether adolescents from parental divorce or separation situations have higher levels of anxiety, a lower quality of attachment to parents, and a higher quality of attachment to friends, compared to adolescents whose parents are not divorced or separated.

The results for the attachment measures indicate that adolescents from parental divorce or separation situations had a lower quality of overall attachment to both their mother and father, compared to adolescents whose parents were not divorced or separated, irrespective of gender. In particular, teenagers from parental divorce or separation situations had a lower quality of communication with and felt more alienated from their mother, compared to adolescents whose parents were not divorced or separated. Additionally, those from parental divorce or separation

situations had a lower quality of trust and communication with and felt more alienated from their father, compared to adolescents whose parents were not divorced or separated. Concepts from family therapy literature including scapegoating/detouring, triangulation, and boundary dissolution may be useful in understanding these results in the present study. Scapegoating/detouring generally involves the child taking on symptoms of the family pathology and basically is singled out as the problematic member of the family system, obviously adversely affecting the parent-child relationship. Triangulation refers to the pattern of family interaction in which one or both parents endeavour to recruit the child into a coalition against the other parent. Here the 'enemy' parent-child relationship is likely to suffer, as well as the co aligned parent-child relationship where resentment is likely to occur due to this parent's expectations of the child. Parental conflict in divorce situations may also lead to weakened boundaries between interparental and parent-child subsystems and disturbances in parent-child relationships when children attempt to intervene in their parents' arguments (Cox, Paley, & Harter, 2001).

Furthermore, if the children fall short of their parents' demands for nurturance or support during the separation process, they may become rejected and abandoned (Johnston, 1993; Johnston & Campbell, 1988). A study conducted by Riggio (2004) found that parental divorce was associated with lower quality father-child relations, yet divorce was associated with significant positive outcomes for quality of mother-child relationships amongst young adults aged 18-32 years. However, positive outcomes were not found for mother-child relationships in the present study in adolescents aged 13-15.

The compensatory hypothesis suggests that parents may seek fulfillment in the parent-child relationship to make up for dissatisfactions they experience in their marriage (Erel & Burman, 1995). Some empirical evidence suggests a negative association between marital and parent-child relationships (Amato, 1986; Belsky, Youngblade, Rovine, & Volling, 1991; Brody, Pelligrini, & Sigel, 1986). However, parents' attempts to compensate for marital difficulties may more likely result in parentification, triangulation, and cross-generational coalitions, than in genuinely healthy parent-child relationships. It is possible that the poorer quality of attachment with both father and mother in parental divorce or separation situations such as was found in the present study may be a "spillover" effect from the parental conflict (common in these situations), which can contaminate or disrupt interactions between parent and child (Coiro & Emery, 1998; Erel & Burman, 1995).

In contrast to parental attachment, peer attachment was not influenced by parental divorce/separation status, but was influenced by gender, in that girls in the present study reported a better quality of attachment to peers than did boys. In particular, adolescent girls had a higher quality of trust and communication with their friends, compared to adolescent boys. This finding is consistent with that of Berndt (1982) and Berndt (1986). The present study examined "trust" and "communication", which could be considered to be a part of an intimate relationship. Berndt (1982) stated that girls often seem to have more intimate friendships than boys do, although the overall pattern of gender differences in

friendships is more complex. Perhaps girls and boys may differ in the type of intimate friendships they have. Boys may spend less time in conversations about their emotions and ideas than girls, but they may acquire a deep understanding of each other by spending time together. Berndt stated that boys and girls have different patterns of friendships. Berndt conducted several studies, one of which examined the responses to a "friendship interview" and ratings of five features of friendship of 90 children from the fourth and eighth grades. Girls mentioned the intimacy of their friendships more often that did boys; at eighth grade, girls rated their friendships as more intimate than did boys.

The present findings indicate that adolescents from divorced or separated families exhibited significantly lower parent attachment with both parents. According to the extension of Sullivan's chumship model that supposedly buffers children against the effects of adverse family or parental situations, it was therefore proposed that adolescents from divorced or separated families would exhibit a higher degree of attachment to their peers than would adolescents from non-divorced families. However this proposal was not supported in the present study. Past research has shown that poorer attachment to parents and peers, may result in anxiety in children (Armsden and Greenberg 1987; Doyal & Friedman, 1974; Siqueland, Kendell & Steinberg, 1996). Therefore if adolescents from parental divorce or separation situations have a poorer quality of attachment with both their mother and father, and this is not compensated for by having a better quality of attachment with their friends, they may be more susceptible to developing anxiety conditions than would

adolescents from intact families.

Furthermore, the results from the present study did not support the hypothesis that adolescents from parental divorce or separation situations will have higher levels of anxiety compared to those adolescents whose parents are not divorced or separated, finding no significant differences. This finding reflects the lack of a significant correlation between parental divorce/separation status and all the measures of anxiety. Hetherington, Cox, and Cox (1982) and Wallerstein (1984) have reported children can be expected to normally react to parental separation with anxiety . Perhaps the hypothesis in the present study that this anxiety associated with parental divorce would extend to quite some time after parental divorce takes place, is a little too simplified. It would appear that adolescent anxiety is better explained by poor attachment to one's father, perceived present parental figure conflict, and peer rejection, (as previously mentioned). This result also shows us that perhaps parental divorce / separation situations don't always result in poor attachment to one's father or high perceived present parental figure conflict. If good quality attachment to one's father, low perceived present parental figure conflict, and peer acceptance is developed/preserved, these could act as buffers to children of divorce experiencing anxiety.

A further aim of this study was to examine whether there were gender differences in anxiety. The results from the present study did not support the hypothesis that adolescent girls would report higher levels of anxiety compared to adolescent boys,

finding no significant differences. However inspection of the means did show a trend that girls reported higher levels of each type of anxiety than boys, and perhaps more participants may help to increase the likelihood of showing significance.

Attachment Differences and Anxiety

The final aim was to evaluate whether adolescents reporting high parental and peer attachment reported significantly lower anxiety levels compared to those reporting low parental and peer attachment. The results from the present study indicate that adolescents with a high quality of attachment to parents (mother and father combined) reported significantly less general anxiety, physiological anxiety, worry/oversensitivity, and social concern/concentration types of anxiety than did adolescents with a low quality of attachment to parents. However in the present study differences in peer attachment did not significantly influence anxiety with no significant differences between groups with high and low levels of peer attachment. Moreover, the non-significant interaction between peer and parent attachment indicates that differences in anxiety between adolescents with high and low parent attachment were not affected in turn by different levels of peer attachment.

Limitations of the Present Study and Recommendations for Future Research

Given the group differences in salient measures found in this study, it would be of interest for future research to investigate the contribution that different factors such as peer acceptance, parental attachment and perceived parental conflict make to the prediction of anxiety in adolescents who are distinguished in terms of their gender

and family type (e.g., boys from intact families vs. boys from separated families), as well as further investigating if differences exist between the type of family structure adolescents spend the majority of their time living in (i.e. single father, single mother, father and stepmother, mother and stepfather, both parents together, etc.) Spruijt and DeGoede (1997) found that changing family structures affect adolescents psychologically. This is not a simple additive effect. Single parent family structures are the most detrimental to psychological health followed by stepfamilies and intact families with high parental conflict. Relative to the other family structures, adolescents from stable intact families show the best psychological health. It would be advantageous to distinguish amongst gender, family type, and family structure factors in predicting anxiety because predictors may differ in different groups and therefore will increase understanding of the mediators of anxiety for adolescent boys and girls in different family situations, perhaps suggesting different interventions for different groups. Due to the limited number of participants in this study, the analysis required to investigate further subgroupings of the sample was not possible. Future research with such groups necessitates more participants.

A limitation of the present research is the questionnaire only investigated attachment to a mother or father figure, and did not request information pertaining to whether this figure is a biological parent or stepparent etc. It would be interesting to investigate attachment to biological parents as well as other parental figures involved in adolescents' lives in terms of predicting anxiety. Specifically researching whether having a positive relationship with a substitute parent buffers against possible

detrimental effects of a poor relationship with a biological parent.

Future research should also include age as a moderator of negative outcomes for children of divorced or separating parents. Preschool children from high conflict homes may be at greater risk for developing adjustment problems due to their more fearful reactions to conflict (Cummings, Vogel, Cummings, & El-Shiekh, 1989; Davies, Forman, & Lindsay, 1999), propensities to blame themselves for adult problems, and evaluations of family arguments as a greater threat to the welfare of themselves and their families (Covell & Abramovitch, 1987; Jouriles, Spiller, Stephens, McDonald, & Swank, 2000). However, relative to older children and adolescents, preschoolers' lower sensitivity to adult problems, briefer histories of exposure to interparental conflict, and weaker tendencies to mediate conflicts may serve as protective factors that offset this risk.

Although conflict was not a prominent predictor for anxiety in the present study, only showing significance in predicting social concerns/concentration, it is recommended that future studies looking at prediction of psychological problems, distinguish between constructive and destructive conflict. Cummings, Ballard, El-Sheikh, and Lake (1991) and Cummings and Wilson (1991) suggested that conflict is not necessarily a negative event for children, particularly when conflicts are resolved or dealt with constructively. Cummings and Davies (2002) argued that different forms of marital conflict have differing effects on children, with some forms having negative effects and others having benign or constructive effects.

Children identify as expressions of discord parental threats to leave the marriage, or expressions of fear during marital conflicts (Laumakis, Margolin, & John, 1998). However, non-verbal expressions of anger and conflict and marital withdrawal, while seemingly subtle, are particularly distressing. (Cox, Paley, Burchinal, & Payne, 1999; Cummings, Ballard, & El-Sheikh, 1991). Children's distress is diminished as a function of whether conflicts are resolved and the degree of resolution (Cummings, Ballard, El-Sheikh, & Lake, 1991). Perhaps perceived parental conflict resolution would be an informative factor to study also, as examining perceived parental conflict alone would appear to be measuring all conflict whether it is resolved or not, and in the previously mentioned research, children's distress is diminished with resolution.

Both mother and father attachment, as well as peer attachment were measured in the present study, and it appeared that reduced quality in attachment to parents, does not necessarily mean an increase in peer attachment. It may be of interest to study sibling attachment, and differences of that between divorced or separated vs. intact family situations. It may be that a reduction in attachment to parents may be substituted by a stronger quality of attachment to siblings, helping each other through the parental divorce or separation. Siblings may play a constructive role in children's coping with parental conflict/divorce. Jenkins, Smith, and Graham (1989) found that seeking contact with a sibling was a commonly used strategy for children coping with marital conflict. Even the mere presence of a sibling may buffer children from the effects of parental divorce and family stress (Kempton, Armistead,

Wierson, & Forehand, 1991; Sandler, 1980). In addition, research should also look at whether being the recipient of protection and nurturance from a sibling largely explains why good sibling relations buffer children from marital conflict and if children incur benefits or psychological burdens from being the provider of nurturance.

Furthermore, a systems framework may be particularly beneficial in progressing our understanding of the multiple pathways between marital conflict and parent-child difficulties, as it suggests that marital conflict, rather than producing one effect (for example poor parental attachment) produces a network of effects on the family system that then feed back into the system (Cox, Paley, & Harter, 2001). A systems perspective also highlights the importance of investigating how parent-child relationships affect marital relationships. Most of the research cited investigates models that assume that marital conflict / dissolution will cause problematic parent-child relationships without exploring the ways in which problematic parent-child relationships may engender conflict in the marital relationship. Future investigations that are guided by a systems perspective will ideally involve more comprehensive and longitudinal designs that allow for the examination of multiple and reciprocal pathways between marital conflict and disturbances in parent-child relationships over time. Studying the experience that children have with both parents (triads) and whole family interactions can provide important information not only about co-parenting and the contextual effects of dyads versus triads on parenting, but also about important processes such as children's efforts to mediate conflicts and the

formation of coalitions in the family (Cox, Paley, & Harter, 2001).

Conclusion

The present research has uncovered some factors that are significantly related to adolescent anxiety. Using the information from the present study, it is recommended that when designing intervention programmes for adolescent anxiety, that peer acceptance, father attachment and parental figure conflict be considered. Perhaps emphasis should be placed on encouraging teachers to help foster peer acceptance in the classroom, as well as therapists working with families to help retain and strengthen parent-child relationships, as well as inter-parental relationships even when parents have separated. Particularly, the importance of the father appears to be a new development of this area of research, and studying it further would be of interest. It is also important for longitudinal research to investigate what factors operate to ameliorate or exacerbate the social and psychological problems thought to be associated with discord in their parents' relationship, so that genuine preventative services can be devised for children in these circumstances.

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Appendix A: Questionnaires

FAMILY AND FRIENDS – HOW ARE THEY RELATED TO YOUR WORRIES?
RESEARCH PROJECT QUESTIONNAIRE

Please do not put your name on this questionnaire

Personal Information

Please provide the following information

1) Your gender (circle): Male Female

2) Your age: _____ years

3) If your parents are not together, how old were you when they separated?
_____ years

4) Please provide the age and sex of all the people in your immediate family and their relationship to you, even if you do not live with them at present. For example, if you have a brother aged 13 write "brother male 13" For parents write "mother female 37"or "stepfather male 50" for example. For people who are in a relationship and are living with your parent, write "mother's partner male 42"for example. Please do not write any names.

Person	Relationship	Gender	Age
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
etc.			

5) List all the people you are currently living with and their relationship to you. If the list is identical to the list above, please write "same as above". If you live in more than one household, please identify which household each member lives in using a number, eg, Household 1, Household 2, Household 1&2. Please do not write any names.

Person	Relationship	Gender	Age	Household
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
etc.				

6) If you live in more than one household at present, please write down the average number of days per month you spend in each household.

Household 1	Household 2	Household 3	etc.

Living with different parents

During your life you may have lived with many different people, including parents, step-parents, grandparents, foster parents, aunties, uncles etc. We would like to know all the combinations of adults you have lived with, who have been like parents to you for more than one month, throughout your life. Please answer the set of questions for each of these parent combinations. Space for three different parental figure combinations has been provided in this questionnaire. Please see the researcher if you have lived with more than three different parental figure combinations throughout your life.

Parental Figure Combination 1

Who were the first parental figures you lived with? Describe the person's relationship to you eg, biological mother, biological father, biological mother's boyfriend, adoptive father etc. Please do not write any names.

Parent 1: _____

Parent 2: _____

What ages did you live with this parental figure combination? Age _____ **to age** _____

What was Parent 1's relationship to Parent 2 at the time? (eg, husband, wife boyfriend, fiance)

_____

Please write down how many days per month on average you spent in this household.

_____ **days per month**

Please rate the following statements according to what your parental figures seem like to you. To mark your answers simply circle the response that corresponds with your feelings about the statement. Each statement should be rated as either *Strongly Agree*, *Moderately Agree*, *Neither Agree Nor Disagree*, *Moderately Disagree*, or *Strongly Disagree*, or if you *Don't Know*, circle *Don't Know*.

Remember, we would like to know what your parental figures seem like to *you*. So *do not* try to figure out how other members see your parental figures, but do give us your general impression of your parental figures for each statement.

Do these parental figures still live together? (circle) Yes No
If they still live together please complete Part A only.
If they do not live together anymore please complete Part A and Part B. Part A describes how things are now they are apart. Part B describes how things used to be when they were together.

Part A

1. The parental figures in this parent figure combination fight a lot.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

2. These parental figures rarely become angry.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

3. These parental figures sometimes get so angry they throw things.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

4. These parental figures hardly ever lose their tempers.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

5. These parental figures often criticize each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

6. These parental figures sometimes hit each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

7. If there's a disagreement amongst these two parental figures, they try hard to smooth things over and keep the peace.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

8. These parental figures often try to one-up or out-do each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

9. These parental figures believe that they don't get anywhere by raising their voice.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

Parental Figure Combination 1
Part B

1. The parental figures in this parent figure combination fought a lot.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

2. These parental figures rarely became angry.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

3. These parental figures sometimes got so angry they threw things.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

4. These parental figures hardly ever lost their tempers.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

5. These parental figures often criticized each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

6. These parental figures sometimes hit each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

7. If there's a disagreement amongst these two parental figures, they tried hard to smooth things over and keep the peace.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

8. These parental figures often tried to one-up or out-do each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

9. These parental figures believed that they didn't get anywhere by raising their voice.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

Parental Figure Combination 2

Who were the next parental figures you lived with? Describe the person's relationship to you eg, biological mother, biological father, biological mother's boyfriend, adoptive father etc. Please do not write any names.

Parent 1: _____

Parent 2: _____

What ages did you live with this parental figure combination? Age _____ to age _____

What was Parent 1's relationship to Parent 2 at the time? (eg, husband, wife boyfriend, fiance)

_____

Please write down how many days per month on average you spent in this household.

_____ days per month

Please rate the following statements according to what your parental figures seem like to you. To mark your answers simply circle the response that corresponds with your feelings about the statement. Each statement should be rated as either *Strongly Agree*, *Moderately Agree*, *Neither Agree Nor Disagree*, *Moderately Disagree*, or *Strongly Disagree*, or if you *Don't Know*, circle *Don't Know*.

Remember, we would like to know what your parental figures seem like to *you*. So *do not* try to figure out how other members see your parental figures, but do give us your general impression of your parental figures for each statement.

Do these parental figures still live together? (circle) Yes No
If they still live together please complete Part A only.
If they do not live together anymore please complete Part A and Part B. Part A describes how things are now they are apart. Part B describes how things used to be when they were together.

Part A

1. The parental figures in this parent figure combination fight a lot.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

2. These parental figures rarely become angry.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

3. These parental figures sometimes get so angry they throw things.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

4. These parental figures hardly ever lose their tempers.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

5. These parental figures often criticize each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

6. These parental figures sometimes hit each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

7. If there's a disagreement amongst these two parental figures, they try hard to smooth things over and keep the peace.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

8. These parental figures often try to one-up or out-do each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

9. These parental figures believe that they don't get anywhere by raising their voice.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

Parental Figure Combination 2
Part B

1. The parental figures in this parent figure combination fought a lot.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

2. These parental figures rarely became angry.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

3. These parental figures sometimes got so angry they threw things.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

4. These parental figures hardly ever lost their tempers.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

5. These parental figures often criticized each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

6. These parental figures sometimes hit each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

7. If there's a disagreement amongst these two parental figures, they tried hard to smooth things over and keep the peace.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

8. These parental figures often tried to one-up or out-do each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

9. These parental figures believed that they didn't get anywhere by raising their voice.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

Parental Figure Combination 3

Who were the next parental figures you lived with? Describe the person's relationship to you eg, biological mother, biological father, biological mother's boyfriend, adoptive father etc. Please do not write any names.

Parent 1: _____

Parent 2: _____

What ages did you live with this parental figure combination? Age _____ to age _____

What was Parent 1's relationship to Parent 2 at the time? (eg, husband, wife boyfriend, fiance)

_____

Please write down how many days per month on average you spent in this household.
_____ **days per month**

Please rate the following statements according to what your parental figures seem like to you. To mark your answers simply circle the response that corresponds with your feelings about the statement. Each statement should be rated as either *Strongly Agree*, *Moderately Agree*, *Neither Agree Nor Disagree*, *Moderately Disagree*, or *Strongly Disagree*, or if you *Don't Know*, circle *Don't Know*.

Remember, we would like to know what your parental figures seem like to *you*. So *do not* try to figure out how other members see your parental figures, but do give us your general impression of your parental figures for each statement.

Do these parental figures still live together? (circle) Yes No
If they still live together please complete Part A only.
If they do not live together anymore please complete Part A and Part B. Part A describes how things are now they are apart. Part B describes how things used to be when they were together.

Part A

1. The parental figures in this parent figure combination fight a lot.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

2. These parental figures rarely become angry.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

3. These parental figures sometimes get so angry they throw things.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

4. These parental figures hardly ever lose their tempers.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

5. These parental figures often criticize each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

6. These parental figures sometimes hit each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

7. If there's a disagreement amongst these two parental figures, they try hard to smooth things over and keep the peace.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

8. These parental figures often try to one-up or out-do each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

9. These parental figures believe that they don't get anywhere by raising their voice.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

Parental Figure Combination 3
Part B

1. The parental figures in this parent figure combination fought a lot.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

2. These parental figures rarely became angry.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

3. These parental figures sometimes got so angry they threw things.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

4. These parental figures hardly ever lost their tempers.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

5. These parental figures often criticized each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

6. These parental figures sometimes hit each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

7. If there's a disagreement amongst these two parental figures, they tried hard to smooth things over and keep the peace.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

8. These parental figures often tried to one-up or out-do each other.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

9. These parental figures believed that they didn't get anywhere by raising their voice.

1	2	3	4	5	6
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree	don't know

Attachment to parental figures and friends

Please indicate how true each statement is about the person *you* regard as your *mother* at the present time. Circle one number only for each statement.

1. My *mother* respects my feelings.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

2. I feel my *mother* is successful as a mother.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

3. I wish I had a different *mother*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

4. My *mother* accepts me as I am.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

5. I have to rely on myself when I have a problem to solve.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

6. I like to get my *mother's* point of view on things I'm concerned about.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

7. I feel it's no use letting my feelings show.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

8. My *mother* senses when I'm upset about something.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

9. Talking over my problems with my *mother* makes me feel ashamed or foolish.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

10. My *mother* expects too much from me.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

11. I get upset easily with my *mother*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

12. I get upset a lot more than my *mother* knows about.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

13. When we discuss things, my *mother* considers my point of view.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

14. My *mother* trusts my judgement.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

15. My *mother* has her own problems, so I don't bother her with mine.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

16. My *mother* helps me to understand myself better.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

17. I tell my *mother* about my problems and troubles.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

18. I feel angry with my *mother.*

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

19. I don't get much attention from my *mother.*

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

20. My *mother* encourages me to talk about my difficulties.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

21. My *mother* understands me.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

22. I don't know who I can depend on these days.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

23. When I am angry about something, my *mother* tries to be understanding.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

24. I trust my *mother.*

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

25. My *mother* doesn't understand what I'm going through these days.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

26. I can count on my *mother* when I need to get something off my chest.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

27. I feel that no one understands me.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

28. If my *mother* knows something is bothering me, she asks me about it.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

Please indicate how true each statement is about the person *you* regard as your *father* at the present time. Circle <u>one</u> number only for each statement.

1. My *father* respects my feelings.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

2. I feel my *father* is successful as a father.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

3. I wish I had a different *father*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

4. My *father* accepts me as I am.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

5. I have to rely on myself when I have a problem to solve.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

6. I like to get my *father's* point of view on things I'm concerned about.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

7. I feel it's no use letting my feelings show.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

8. My *father* senses when I'm upset about something.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

9. Talking over my problems with my *father* makes me feel ashamed or foolish.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

10. My *father* expects too much from me.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

11. I get upset easily with my *father*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

12. I get upset a lot more than my *father* knows about.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

13. When we discuss things, my *father* considers my point of view.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

14. My *father* trusts my judgement.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

15. My *father* has his own problems, so I don't bother him with mine.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

16. My *father* helps me to understand myself better.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

17. I tell my *father* about my problems and troubles.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

18. I feel angry with my *father*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

19. I don't get much attention from my *father*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

20. My *father* encourages me to talk about my difficulties.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

21. My *father* understands me.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

22. I don't know who I can depend on these days.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

23. When I am angry about something, my *father* tries to be understanding.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

24. I trust my *father*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

25. My *father* doesn't understand what I'm going through these days.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

26. I can count on my *father* when I need to get something off my chest.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

27. I feel that no one understands me.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

28. If my *father* knows something is bothering me, he asks me about it.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

Please indicate how true each statement is about the people *you* regard as your *friends* at the present time. Circle one number only for each statement.

1. I like to get my *friends'* point of view on things I'm concerned about.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

2. My *friends* sense when I'm upset about something.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

3. When we discuss things, my *friends* consider my point of view.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

4. Talking over my problems with my *friends* makes me feel ashamed or foolish.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

5. I wish I had different *friends*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

6. My *friends* understand me.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

7. My *friends* encourage me to talk about my difficulties.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

8. My *friends* accept me as I am.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

9. I feel the need to be in touch with my *friends* more often.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

10. My *friends* don't understand what I'm going through these days.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

11. I feel alone or apart when I am with my *friends*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

12. My *friends* listen to what I have to say.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

13. I feel my *friends* are good friends.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

14. My *friends* are fairly easy to talk to.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

15. When I am angry about something, my *friends* try to be understanding.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

16. My *friends* help me to understand myself better.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

17. My *friends* are concerned about my well-being.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

18. I feel angry with my *friends*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

19. I can count on my *friends* when I need to get something off my chest.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

20. I trust my *friends*.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

21. My *friends* respect my feelings.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

22. I get upset a lot more easily then my *friends* know about.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

23. It seems as if my friends are irritated with me for no reason.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

24. I tell my *friends* about my problems and troubles.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

25. If my *friends* know something is bothering me, they ask me about it.

1	2	3	4	5	6	7
always true	almost always true	often true	sometimes true	rarely true	almost never true	never true

Peer acceptance

Please rate the following statements according to how well the statement applies to you. There are no right or wrong answers, but it is important that you rate each statement according to how you honestly feel. Be sure to be honest with yourself as you consider the statement you are rating. To mark your answers simply circle the response that corresponds with your feelings toward the statement. Each statement should be rated as either *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. Circle one number only for each statement.

1. Students in my class think I am usually a lot of fun to be with.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

2. Students in my class do not seem interested in talking with me.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

3. Students in my class think I am too shy.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

4. Most students in my class like me.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

5. Students in my class avoid me.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

6. A lot of students in my class make fun of me.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

7. I am not accepted by students in my class.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

8. Most students in my class think I am interesting.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

9. Students in my class enjoy being with me.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

10. Most of the time I feel ignored by students in my class.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

11. I feel desired by members of the opposite sex in my class.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

12. No student in my class seems to laugh at my jokes.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

13. Most students in my class appreciated me just the way I am.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

14. I often feel like I am left out of things in my class.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

15. Students in my class tell lies about me.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

16. I have a lot of friends in my class.

1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

17. I spend a lot of time feeling lonely in my class.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

18. I am never sure how to act when I am with students in my class I don't know well.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

19. Students in my class tell me their secrets.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

20. Students in my class pick on me.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

21. Students in my class do not seem to notice me.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

22. I get a lot of phone calls from students in my class.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

23. Many students in my class have a low opinion of me.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

24. I let students in my class bully me too much.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

25. Students in my class have to get to know me before they like me.

1_____2_____3_____4
Strongly Agree Agree Disagree Strongly Disagree

Please now turn to and complete the other questionnaire.

Thank-you for your time.

"WHAT I THINK AND FEEL"

(RCMAS)

Cecil R. Reynolds, Ph.D., and Bert O. Richmond, Ed.D.

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Los Angeles, CA 90025-1251
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Name: _____

_____

Age: _____ **Grade:** _____

Sex ***(circle one):*** Girl Boy

Today's Date: _____

School: _____

Teacher's Name ***(optional):*** _____

DIRECTIONS

On the back of this form, there are some sentences that tell how some people think and feel about themselves. Read each sentence carefully. Circle the word *Yes* if you think the sentence is true about you. Circle the word *No* if you think it is *not* true about you. Circle an answer for every sentence, even if it is hard to choose one that fits you. Do not circle both *Yes* and *No* for the same sentence. If you want to change an answer, draw an X through your first answer and then circle your new choice.

There are no right or wrong answers. Only you can tell us how you think and feel about yourself. Remember, after you read each sentence, ask yourself, "Is it true about me?" If it is, circle *Yes*. If it is not, circle *No*.

Circle one answer for each sentence.

Yes	No	1. I have trouble making up my mind.
Yes	No	2. I get nervous when things do not go the right way for me.
Yes	No	3. Others seem to do things easier than I can.
Yes	No	4. I like everyone I know.
Yes	No	5. Often I have trouble getting my breath.
Yes	No	6. I worry a lot of the time.
Yes	No	7. I am afraid of a lot of things.
Yes	No	8. I am always kind.
Yes	No	9. I get mad easily.
Yes	No	10. I worry about what my parents will say to me.
Yes	No	11. I feel that others do not like the way I do things.
Yes	No	12. I always have good manners.
Yes	No	13. It is hard for me to get to sleep at night.
Yes	No	14. I worry about what other people think about me.
Yes	No	15. I feel alone even when there are people with me.
Yes	No	16. I am always good.
Yes	No	17. Often I feel sick in my stomach.
Yes	No	18. My feelings get hurt easily.
Yes	No	19. My hands feel sweaty.
Yes	No	20. I am always nice to everyone.
Yes	No	21. I am tired a lot.
Yes	No	22. I worry about what is going to happen.
Yes	No	23. Other people are happier than I.
Yes	No	24. I tell the truth every single time.
Yes	No	25. I have bad dreams.
Yes	No	26. My feelings get hurt easily when I am fussed at.
Yes	No	27. I feel someone will tell me I do things the wrong way.
Yes	No	28. I never get angry.
Yes	No	29. I wake up scared some of the time.
Yes	No	30. I worry when I go to bed at night.
Yes	No	31. It is hard for me to keep my mind on my schoolwork.
Yes	No	32. I never say things I shouldn't.
Yes	No	33. I wiggle in my seat a lot.
Yes	No	34. I am nervous.
Yes	No	35. A lot of people are against me.
Yes	No	36. I never lie.
Yes	No	37. I often worry about something bad happening to me.

Appendix B: Packages of Letters Given to each Adolescent and their Parents

UNIVERSITY OF TASMANIA
School of Psychology
GPO Box 252-30
Hobart
Tasmania 7001
Australia

RESEARCH PROJECT ON: FAMILY AND FRIENDS – HOW ARE THEY RELATED TO YOUR WORRIES?

Dear Student

My name is Holly Farndale, and I am studying at the University of Tasmania in the School of Psychology. I am being supervised by Dr Rosanne Burton-Smith and Dr Iain Montgomery. As part of my Masters program we are investigating issues concerned with general worry in teenagers and the different ways that parents and peers can affect how teenagers cope with their worries. I want to look at differences in teenagers from families where the mother and father are together, and families where there has been a divorce or a separation. The results of the study will help us to understand how worrying might be affected by different sorts of attachment. It will also help us to understand some of the issues arising from weak or strained relationships, and how conflict between parents and children, and peers can be dealt with effectively. I will be using questionnaires to look at differences in worry, teenagers' attachment to their parents and friends, peer acceptance and aspects of parents' relationships. I will also need some personal information such as your age and gender, and who is in your family. The questionnaires will take approximately 30-45 minutes to complete.

To ensure confidentiality, all questionnaire sheets will be anonymous. There is no need to add your name or any other identifying information other than your age and gender. So it will not be possible to identify you or link you with the answers that you give. Your participation in this study is voluntary. You may find some of the questions personal and might feel uncomfortable answering them. However, you are free to withdraw from the study at any time, and you may choose not to answer any question(s) in the study. Please know that provisions have been made for professional counselling if needed without charge. Also, these questionnaires have been used with young people in previous studies without bad effects.

You and your parents or guardians will need to fill out a consent form for you to participate in this study. Your name is included in this consent form. It will be stored separately from the questionnaire answers, so it will be impossible to identify individual participants.

If you have any questions regarding this study, please contact me on 0408687631 (email: hollyf@postoffice.utas.edu.au), or either of my supervisors, Rosanne Burton-Smith (03) 62262241 (email: R.BSmith@utas.edu.au) or Iain Montgomery (03) 6226 2386 (email: Iain.Montgomery@utas.edu.au), at the Psychology Department of the University of Tasmania, Sandy Bay campus. Furthermore, if you have any concerns of an ethical nature or complaints about the manner in which this project is conducted, you may contact the Chair (03 62 267 569)) or Executive Officer (03 62 262 763) of the University Human Research Ethics Committee. This project has received ethical approval from the University Human Research Ethics Committee, as well as the Department of Education. You will be informed by letter of any significant findings during the course of the study, which might affect participants. If you are interested in the outcome of the research, don't hesitate to contact me or my supervisors after December 2002.
You will be given copies of the information sheet and statement of informed consent to keep. Please know that your co-operation and honesty in responses is greatly appreciated.

Yours sincerely
Holly Farndale
Holly Farndale

UNIVERSITY OF TASMANIA
School of Psychology
GPO Box 252-30
Hobart
Tasmania 7001
Australia

RESEARCH PROJECT ON: FAMILY AND FRIENDS – HOW ARE THEY RELATED TO YOUR WORRIES?

Dear Parent/Guardian

My name is Holly Farndale, and I am studying at the University of Tasmania in the School of Psychology. I am being supervised by Dr Rosanne Burton-Smith and Dr Iain Montgomery. As part of my Masters program we are investigating issues concerned with general worry in teenagers and the different ways that parents and peers can affect how teenagers cope with their worries. I want to look at differences in teenagers from families where the mother and father are together, and families where there has been a divorce or a separation. The results of the study will help us to understand how worrying might be affected by different sorts of attachment. It will also help us to understand some of the issues arising from weak or strained relationships, and how conflict between parents and children, and peers can be dealt with effectively. I will be using questionnaires filled out by your child to look at differences in worry, teenagers' attachment to their parents and friends, peer acceptance and aspects of parents' relationships. I will also need some personal information such as your child's age and gender, and who is in their family. The questionnaires will take approximately 30-45 minutes to complete.

To ensure confidentiality, all questionnaire sheets will be anonymous. There is no need for your child to add their name or any other identifying information other than their age and gender. So it will not be possible to identify your child or link them with the answers that they give. Their participation in this study is voluntary. Your child may find some of the questions personal and might feel uncomfortable answering them. However, they are free to withdraw from the study at any time, and also you are free to withdraw consent for your child to participate at any time. Your child may choose not to answer any question(s) in the study. Please know that provisions have been made for professional counselling if needed without charge. Also, these questionnaires have been used with young people in previous studies without bad effects.

Your child and their parents or guardians will need to fill out a consent form each for the child to participate in this study. The parents/guardians and your child's name is included in this consent form. It will be stored separately from the questionnaire answers, so it will be impossible to identify individual participants.

If you have any questions regarding this study, please contact me on 0408687631 (email: hollyf@postoffice.edu.au), or either of my supervisors, Rosanne Burton-Smith (03) 62262241 (email: R.BSmith@utas.edu.au), or Iain Montgomery (03) 6226 2386 (email: Iain.Montogmery@utas.edu.au), at the Psychology Department of the University of Tasmania, Sandy Bay campus. Furthermore, if you have any concerns of an ethical nature or complaints about the manner in which this project is conducted, you may contact the Chair (03 62 267 569) or Executive Officer (03 62 262 763) of the University Human Research Ethics Committee. This project has received ethical approval from the University Human Research Ethics Committee, as well as the Department of Education. You will be informed by letter of any significant findings during the course of the study, which might affect participants. If you are interested in the outcome of the research, don't hesitate to contact me or my supervisors after December 2002.
You will be given copies of the information sheet and statement of informed consent to keep. Please know that your co-operation and your child's co-operation and honesty in responses is greatly appreciated.

Yours sincerely
H. Farndale
Holly Farndale

UNIVERSITY OF TASMANIA
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RESEARCH PROJECT ON: FAMILY AND FRIENDS – HOW ARE THEY RELATED TO YOUR WORRIES?

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My name is Holly Farndale, and I am studying at the University of Tasmania in the School of Psychology. I am being supervised by Dr Rosanne Burton-Smith and Dr Iain Montgomery. As part of my Masters program we are investigating issues concerned with general worry in teenagers and the different ways that parents and peers can affect how teenagers cope with their worries. I want to look at differences in teenagers from families where the mother and father are together, and families where there has been a divorce or a separation. The results of the study will help us to understand how worrying might be affected by different sorts of attachment. It will also help us to understand some of the issues arising from weak or strained relationships, and how conflict between parents and children, and peers can be dealt with effectively. I will be using questionnaires filled out by your child to look at differences in worry, teenagers' attachment to their parents and friends, peer acceptance and aspects of parents' relationships. I will also need some personal information such as your child's age and gender, and who is in their family. The questionnaires will take approximately 30-45 minutes to complete.

To ensure confidentiality, all questionnaire sheets will be anonymous. There is no need for your child to add their name or any other identifying information other than their age and gender. So it will not be possible to identify your child or link them with the answers that they give. Their participation in this study is voluntary. Your child may find some of the questions personal and might feel uncomfortable answering them. However, they are free to withdraw from the study at any time, and also you are free to withdraw consent for your child to participate at any time. Your child may choose not to answer any question(s) in the study. Please know that provisions have been made for professional counselling if needed without charge. Also, these questionnaires have been used with young people in previous studies without bad effects.

Your child and their parents or guardians will need to fill out a consent form each for the child to participate in this study. The parents/guardians and your child's name is included in this consent form. It will be stored separately from the questionnaire answers, so it will be impossible to identify individual participants.

If you have any questions regarding this study, please contact me on 0408687631 (email: hollyf@postoffice.edu.au), or either of my supervisors, Rosanne Burton-Smith (03) 62262241 (email: R.BSmith@utas.edu.au), or Iain Montgomery (03) 6226 2386 (email: Iain.Montogmery@utas.edu.au), at the Psychology Department of the University of Tasmania, Sandy Bay campus. Furthermore, if you have any concerns of an ethical nature or complaints about the manner in which this project is conducted, you may contact the Chair (03 62 267 569) or Executive Officer (03 62 262 763) of the University Human Research Ethics Committee. This project has received ethical approval from the University Human Research Ethics Committee, as well as the Department of Education. You will be informed by letter of any significant findings during the course of the study, which might affect participants. If you are interested in the outcome of the research, don't hesitate to contact me or my supervisors after December 2002.
You will be given copies of the information sheet and statement of informed consent to keep. Please know that your co-operation and your child's co-operation and honesty in responses is greatly appreciated.

Yours sincerely
H. Farndale
Holly Farndale

Appendix C: Packages of Consent Forms Given to each Adolescent and their Parents

UNIVERSITY OF TASMANIA

School of Psychology
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Hobart
Tasmania 7001
Australia

UNIVERSITY OF TASMANIA
CONSENT TO PARTICIPATE IN RESEARCH

I have read and understood the information letter and understand the procedures involved with this project. The nature and possible effects of the study have been explained to me. I understand that certain questions asked of myself may be personal and I may feel uncomfortable answering them. However, I know that I am free to withdraw from the study at any time, and I may choose not to answer any question(s) in the study. I am also aware that I may withdraw my consent at any time and that my participation in this project is voluntary. I understand that all research data will be treated as confidential. I have had an opportunity to ask questions and have them answered to my satisfaction. I agree that research data gathered for the study may be published provided that I cannot be identified as a participant.

I agree that I, _____ (name), may take part in this project and understand that I or my parent/guardian may withdraw consent at any time.

Name: _____

Signature: _____ Date: _____

I have explained this project and the implications of participation in it to both the volunteer and their parent/guardian and I believe that the consent is informed and that they both understand the implications of participation.

Name of investigator: _____

Signature of investigator: _____ Date: _____

UNIVERSITY OF TASMANIA

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Hobart
Tasmania 7001
Australia

UNIVERSITY OF TASMANIA
CONSENT TO PARTICIPATE IN RESEARCH

I have read and understood the information letter and understand the procedures involved with this project. The nature and possible effects of the study have been explained to me. I understand that certain questions asked of my child may be personal and they might feel uncomfortable answering them. However, I know my child is free to withdraw from the study at any time, and my child may choose not to answer any question(s) in the study. I am also aware that I may withdraw my consent at any time and that my child's participation in this project is voluntary. I understand that all research data will be treated as confidential. I have had an opportunity to ask questions and have them answered to my satisfaction. I agree that research data gathered for the study may be published provided that my child cannot be identified as a participant.

I agree that _____ (name of child), who is under my guardianship, may take part in this project and understand that I or my child may withdraw consent at any time without prejudice.

Name of Parent(s) or Guardian: _____

Signature of Parent(s) or Guardian: _____ Date: _____

I have explained this project and the implications of participation in it to both the volunteer and their parent/guardian and I believe that the consent is informed and that they both understand the implications of participation.

Name of investigator: _____

Signature of investigator: _____ Date: _____

UNIVERSITY OF TASMANIA

School of Psychology
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UNIVERSITY OF TASMANIA
CONSENT TO PARTICIPATE IN RESEARCH

I have read and understood the information letter and understand the procedures involved with this project. The nature and possible effects of the study have been explained to me. I understand that certain questions asked of my child may be personal and they might feel uncomfortable answering them. However, I know my child is free to withdraw from the study at any time, and my child may choose not to answer any question(s) in the study. I am also aware that I may withdraw my consent at any time and that my child's participation in this project is voluntary. I understand that all research data will be treated as confidential. I have had an opportunity to ask questions and have them answered to my satisfaction. I agree that research data gathered for the study may be published provided that my child cannot be identified as a participant.

I agree that _____ (name of child), who is under my guardianship, may take part in this project and understand that I or my child may withdraw consent at any time without prejudice.

Name of Parent(s) or Guardian: _____

Signature of Parent(s) or Guardian: _____ Date: _____

I have explained this project and the implications of participation in it to both the volunteer and their parent/guardian and I believe that the consent is informed and that they both understand the implications of participation.

Name of investigator: _____

Signature of investigator: _____ Date: _____

Appendix D: a)Letter Given to Principals, b)Letter Given to Parents Without Partners Support Group, c) Example of Advertisement Used

Dear

I am writing to request an appointment with you to discuss the possibility of conducting my research in your school concerning the issue of anxiety amongst adolescents.

I have just completed my first year of a Masters degree in Psychology at the University of Tasmania and am in the process of completing my second year. The research I would like to conduct is part of the requirements for my degree. I am studying the contributory role of factors such as the quality of attachment to parents and friends to anxiety and its alleviation in adolescents aged 13-15 years. This study follows some preliminary research I conducted in South Australia. I feel this is an important area of research, given the stresses that young people experience today. The proposal for my research has been given approval by the School of Psychology University of Tasmania, Southern Tasmania Social Sciences Human Research Ethics Committee of the University of Tasmania, and the Departmental Consultative Research Committee of the Tasmanian Department of Education.

In order to recruit participants, my research project will need to be advertised in schools, for example in the school newsletter, or by me having an opportunity to speak to students and staff about my project. Interested students or parents can then contact me. In this case an information letter and consent forms for both students and their parents will be given to the students. Once informed consent has been obtained, students will be asked to individually complete some questionnaires away from the classroom in a quiet location within the school. It might be possible for students to complete the questionnaires in small groups at a convenient time during the school day (a maximum of 10 students per group).

The estimated time for completion of the questionnaires and the introduction and conclusion of the administration is 40-60 minutes. It is anticipated that the time of administration will be negotiated with the teacher prior to the date, to minimise disruptions and avoid the time coinciding with scheduled learning activities. Teachers will not be required to become involved in any way in the administration of the questionnaires.

The topic of my research may be relevant to the curriculum taught in your school, for example in school subjects covering health and human development. I would be happy to become involved in information or discussion sessions related to my research as a service to your school.

I hope that you can find the time in your busy schedule to meet with me and one of my supervisors, Dr. Rosanne Burton Smith. We would like to discuss with you our preliminary ideas. We would also be very interested to hear your suggestions that may benefit our research.

I can be contacted by phone (0408687631) or you can e-mail me: hollyf@postoffice.utas.edu.au.

Thank you for your time.

Yours sincerely

Holly Farndale

Dear

I am writing to request an appointment with you to discuss the possibility of conducting my research, with adolescent children of members of your group, concerning the issue of anxiety amongst adolescents.

I have just completed my first year of a Masters degree in Psychology at the University of Tasmania and am in the process of completing my second year. The research I would like to conduct is part of the requirements for my degree. I am studying the contributory role of factors such as the quality of attachment to parents and friends, peer rejection/acceptance, parental conflict, and family structure to anxiety in adolescents aged 13-15 years. This study follows some preliminary research I conducted in South Australia. I feel this is an important area of research, given the stresses that young people experience today. The proposal for my research has been given approval by the School of Psychology University of Tasmania, Southern Tasmania Social Sciences Human Research Ethics Committee of the University of Tasmania, and the Departmental Consultative Research Committee of the Tasmanian Department of Education.

In order to recruit participants, I would like to advertise my research project in your group's newsletter, or by me having an opportunity to speak about my project to your members. Interested adolescents or parents can then contact me. In this case an information letter and consent forms for both adolescents and their parents will be given to the adolescents. Once informed consent has been obtained, adolescents will be asked to individually complete some questionnaires. It might be possible for adolescents to complete the questionnaires in small groups at a convenient time (a maximum of 10 adolescents per group).

The estimated time for completion of the questionnaires and the introduction and conclusion of the administration is 40-60 minutes. Members of your group will not be required to become involved in the administration of the questionnaires.

The topic of my research may be relevant to discussions held by your group. I would be happy to become involved in information or discussion sessions related to my research as a service to your group.

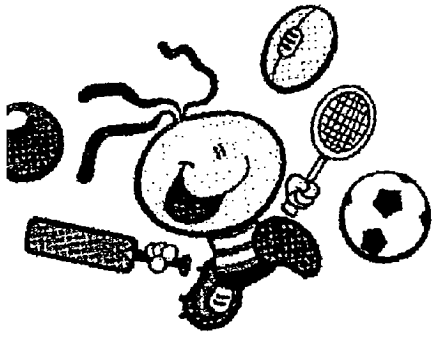
I hope that you can find the time in your schedule to meet with me and one of my supervisors, Dr. Rosanne Burton Smith. We would like to discuss with you our preliminary ideas. We would also be very interested to hear your suggestions that may benefit our research.

I can be contacted by phone (0408687631) or you can e-mail me: hollyf@postoffice.utas.edu.au.

Thank you for your time.

Yours sincerely

Holly Farndale



FAMILY AND FRIENDS - HOW ARE THEY RELATED TO TEENAGERS' WORRIES?

* **ANY GUYS AGED 13-15yrs (INCLUSIVE) INTERESTED?**

* **WHAT IS THE STUDY ABOUT?**

My name is Holly Farndale and I am a Psychology student at the University of Tasmania. As part of my Master of Clinical Psychology program I am investigating issues concerned with general worries in teenagers and the different ways that parents and friends can affect how teenagers cope with their worries. I have gained about half the amount of needed teenagers to participate, and now am looking for males aged 13-15 to participate.

* **QUESTIONNAIRE**

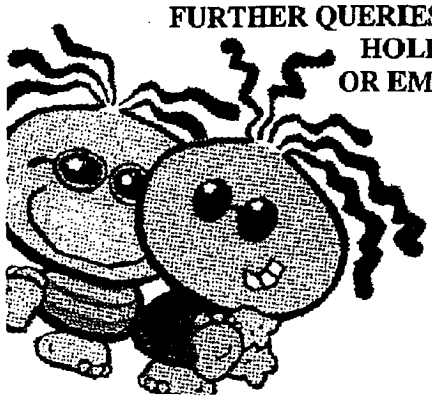
The study involves teenagers filling out a questionnaire individually, amongst a group of no more than 10 at a time, in school hours, that will take approximately 30-45 minutes to complete. The questionnaires will be used to look at differences in worry, teenagers' relationships with their parents and friends, peer acceptance, and aspects of parents' relationships. The questionnaire answers are kept confidential. There is no need to add names or any other identifying information other than the age and gender of the teenager and their family members.

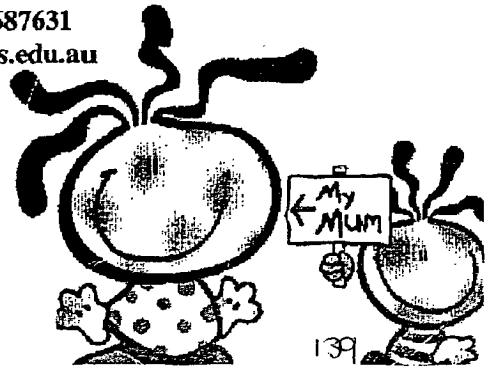
* **CONSENT FORMS**

To participate in this study, teenagers and their parents need to fill out a consent form each, which can be collected from and returned to the school's office. Names are included in this consent form, however they are stored separately from the teenager's questionnaire answers, so it will be impossible to identify individual participants or their family.

YOUR HELP WOULD BE GREATLY APPRECIATED! IF YOU HAVE ANY FURTHER QUERIES PLEASE DO NOT HESITATE TO CONTACT

HOLLY FARNDALE ON: 0408687631
OR EMAIL: hollyf@postoffice.utas.edu.au





Appendix E: Classification of the Data Set Variables Requiring Label Values

Appendix E: Classification of the Data Set Variables Requiring Label Values

GENDER gender

Value	Label
1.00	Male
2.00	Female

PARENTAL parental divorce/separation status

Value	Label
1.00	Together
2.00	Separated/Divorced

PARAS2 parent attachment High/Low

Value	Label
1.0	Low
2.0	High

PAS2 peer attachment High/Low

Value	Label
1.0	Low
2.0	High

Appendix F: Data Set Used for Analysis

masters2 data without variable that has FAS=0

	id	gender	age	parental	daywitfa	daywitmo	peeracep	anxiety	physanx	worryanx
1	1.00	Male	13.00	Together	1.00	1.00	68.00	3.00	2.00	1.00
2	2.00	Male	13.00	Separat	.33	.67	68.00	4.00	2.00	1.00
3	3.00	Female	15.00	Together	1.00	1.00	77.00	3.00	2.00	1.00
4	4.00	Female	15.00	Together	1.00	1.00	90.00	2.00	.00	2.00
5	5.00	Female	15.00	Separat	.00	1.00	72.00	15.00	4.00	8.00
6	6.00	Female	14.00	Together	1.00	1.00	68.00	6.00	1.00	2.00
7	7.00	Female	15.00	Together	1.00	1.00	72.00	3.00	2.00	.00
8	8.00	Female	14.00	Separat	.00	1.00	64.00	13.00	2.00	7.00
9	9.00	Male	13.00	Together	1.00	1.00	72.00	11.00	6.00	1.00
10	10.00	Female	15.00	Together	1.00	1.00	61.00	26.00	9.00	10.00
11	11.00	Female	14.00	Separat	.00	1.00	64.00	25.00	8.00	10.00
12	12.00	Female	15.00	Separat	.00	1.00	77.00	17.00	3.00	8.00
13	15.00	Male	13.00	Separat	1.00	1.00	61.00	16.00	5.00	8.00
14	16.00	Female	14.00	Separat	.20	.80	71.00	20.00	7.00	8.00
15	17.00	Female	15.00	Separat	.27	.73	94.00	1.00	1.00	.00
16	18.00	Female	14.00	Separat	1.00	.00	72.00	10.00	1.00	7.00
17	20.00	Female	13.00	Separat	.53	.00	40.00	19.00	5.00	9.00
18	22.00	Female	14.00	Together	1.00	1.00	43.00	10.00	1.00	4.00
19	24.00	Female	13.00	Together	1.00	1.00	77.00	5.00	3.00	1.00
20	26.00	Male	14.00	Together	1.00	1.00	73.00	12.00	4.00	6.00
21	27.00	Female	15.00	Separat	.17	.83	73.00	15.00	5.00	6.00
22	28.00	Female	15.00	Separat	.00	1.00	73.00	9.00	6.00	.00
23	29.00	Female	15.00	Separat	.00	1.00	66.00	17.00	5.00	6.00
24	30.00	Female	15.00	Separat	.00	1.00	75.00	21.00	8.00	8.00
25	32.00	Female	15.00	Together	1.00	1.00	55.00	19.00	6.00	8.00
26	33.00	Female	15.00	Together	1.00	1.00	72.00	7.00	2.00	3.00

masters2 data without variable that has FAS=0

	socanx	agesep	pastconf	presconf	mas	fas	pas	paras	paras2	pas2
1	.00	.	.00	1.67	5.89	5.82	4.68	5.9	High	Low
2	1.00	4.00	1.66	2.35	4.89	3.39	5.56	4.1	Low	High
3	.00	.	.00	1.89	6.11	6.86	4.92	6.5	High	Low
4	.00	.	.00	1.44	5.86	6.07	6.80	6.0	High	High
5	3.00	1.00	.00	1.88	6.07	2.71	4.92	4.4	Low	Low
6	2.00	.	.00	1.67	5.89	5.75	6.36	5.8	High	High
7	1.00	.	.00	1.78	6.79	5.75	6.72	6.3	High	High
8	4.00	4.00	.00	2.29	5.89	1.72	5.44	3.8	Low	High
9	4.00	.	.00	2.89	4.07	6.11	5.76	5.1	High	High
10	7.00	.	.00	3.29	4.36	3.43	5.36	3.9	Low	High
11	7.00	2.00	2.00	1.73	6.04	4.54	4.60	5.3	High	Low
12	6.00	5.00	2.00	1.50	5.32	4.46	5.92	4.9	High	High
13	3.00	10.00	3.89	1.22	5.43	1.54	4.56	3.5	Low	Low
14	5.00	2.00	1.44	1.56	4.43	2.11	5.16	3.3	Low	High
15	.00	11.00	2.38	3.78	4.54	5.54	5.88	5.0	High	High
16	2.00	11.00	5.00	4.00	3.54	3.50	7.00	3.5	Low	High
17	5.00	.00	.00	2.26	2.21	4.11	3.20	3.2	Low	Low
18	5.00	.	.00	1.71	5.64	5.46	4.12	5.6	High	Low
19	1.00	.	.00	2.00	6.36	5.82	5.48	6.1	High	High
20	2.00	.	.00	1.44	4.43	4.86	4.80	4.6	High	Low
21	4.00	14.00	3.63	2.75	5.07	4.18	5.60	4.6	Low	High
22	3.00	5.00	2.94	2.78	5.43	3.68	5.08	4.6	Low	Low
23	6.00	12.00	3.94	3.22	4.96	1.64	5.84	3.3	Low	High
24	5.00	.00	.00	2.89	4.61	1.43	6.04	3.0	Low	High
25	5.00	.	.00	2.89	2.11	3.04	5.84	2.6	Low	High
26	2.00	.	.00	2.56	5.07	3.71	5.60	4.4	Low	High

masters2 data without variable that has FAS=0

	mastrust	mascomm	masalien	fastrust	fascomm	fasalien	pastrust	pascomm	pasalien
1	6.40	5.10	1.75	6.30	5.00	1.75	5.30	3.38	2.71
2	5.30	4.00	2.50	3.90	3.10	5.63	6.30	4.75	2.57
3	6.70	5.40	1.75	7.00	6.80	1.25	5.10	4.63	3.00
4	6.60	5.20	2.25	6.70	5.50	2.00	6.90	7.00	1.57
5	6.70	5.40	1.88	2.50	2.30	4.50	5.90	4.63	4.14
6	6.90	5.70	3.13	6.70	5.40	3.00	6.90	6.38	2.43
7	6.90	6.30	1.63	5.80	5.10	1.50	7.00	6.88	1.86
8	6.70	6.10	3.38	3.00	1.00	6.50	6.20	5.50	4.00
9	4.10	4.30	4.25	6.30	6.40	2.25	6.70	5.13	3.00
10	5.10	4.60	4.88	4.20	3.60	5.75	5.60	6.38	4.50
11	6.70	4.60	2.75	6.30	3.20	3.13	4.40	4.75	3.29
12	6.50	4.40	3.00	5.40	3.60	3.63	6.40	5.88	2.83
13	6.30	4.80	2.88	1.30	1.60	6.25	5.10	4.25	4.67
14	5.20	4.10	4.13	2.90	1.60	6.25	5.30	6.25	4.50
15	4.80	4.60	3.88	5.80	5.50	2.75	6.00	6.00	2.29
16	4.00	3.60	5.50	4.10	3.40	5.13	7.00	7.00	1.00
17	2.10	2.10	5.75	4.70	3.90	4.38	3.90	2.38	4.83
18	6.50	4.20	1.63	6.30	3.90	1.63	4.20	4.13	4.00
19	6.70	6.00	1.63	6.60	5.70	3.00	6.50	5.13	3.57
20	5.10	4.80	4.13	5.90	4.10	2.88	5.80	5.00	5.17
21	5.70	4.90	3.50	5.30	3.90	4.88	6.40	5.75	3.83
22	6.00	5.50	3.38	3.70	3.00	4.50	5.70	5.25	4.17
23	5.30	4.50	2.88	1.50	1.40	5.88	6.10	6.00	2.83
24	5.40	4.50	4.25	1.60	1.00	6.25	6.60	6.63	3.43
25	2.30	1.50	5.38	4.10	1.00	3.75	6.20	5.38	2.14
26	5.60	4.50	2.88	4.20	3.20	4.25	6.00	5.63	3.00

masters2 data without variable that has FAS=0

	id	gender	age	parental	daywitfa	daywitmo	peeracep	anxiety	physanx	worryanx
27	34.00	Female	13.00	Separat	.00	1.00	72.00	19.00	7.00	6.00
28	35.00	Female	13.00	Separat	.87	.13	96.00	15.00	9.00	3.00
29	36.00	Female	13.00	Together	1.00	1.00	77.00	18.00	9.00	7.00
30	37.00	Female	14.00	Separat	1.00	.00	62.00	10.00	1.00	7.00
31	38.00	Female	15.00	Together	1.00	1.00	73.00	18.00	5.00	8.00
32	39.00	Female	15.00	Separat	.00	1.00	70.00	15.00	3.00	6.00
33	40.00	Female	14.00	Separat	1.00	.00	84.00	15.00	6.00	6.00
34	41.00	Female	14.00	Together	1.00	1.00	75.00	2.00	1.00	.00
35	42.00	Female	15.00	Together	1.00	1.00	81.00	19.00	5.00	11.00
36	43.00	Female	14.00	Together	1.00	1.00	73.00	5.00	1.00	2.00
37	44.00	Female	15.00	Separat	.20	.80	95.00	3.00	2.00	.00
38	45.00	Male	13.00	Separat	.17	.83	54.00	8.00	1.00	2.00
39	46.00	Female	15.00	Together	1.00	1.00	83.00	8.00	3.00	4.00
40	47.00	Female	15.00	Together	1.00	1.00	79.00	8.00	3.00	2.00
41	48.00	Female	15.00	Together	1.00	1.00	89.00	12.00	1.00	9.00
42	49.00	Female	14.00	Separat	.53	.47	71.00	11.00	2.00	5.00
43	50.00	Female	13.00	Separat	.00	1.00	92.00	6.00	.00	5.00
44	51.00	Female	14.00	Together	1.00	1.00	72.00	10.00	4.00	4.00
45	52.00	Female	15.00	Separat	.00	1.00	92.00	10.00	2.00	7.00
46	53.00	Female	15.00	Separat	.93	.07	88.00	11.00	5.00	3.00
47	54.00	Female	14.00	Together	1.00	1.00	92.00	3.00	1.00	1.00
48	55.00	Female	15.00	Separat	.00	.00	91.00	13.00	3.00	5.00
49	56.00	Female	14.00	Together	1.00	1.00	67.00	17.00	3.00	8.00
50	57.00	Male	14.00	Together	1.00	1.00	53.00	14.00	3.00	5.00
51	58.00	Male	15.00	Separat	.20	.80	71.00	7.00	3.00	.00
52	59.00	Male	15.00	Together	1.00	1.00	86.00	5.00	2.00	2.00

masters2 data without variable that has FAS=0

	socanx	agesep	pastconf	presconf	mas	fas	pas	paras	paras2	pas2
27	6.00	4.00	3.30	2.72	5.64	4.32	5.76	5.0	High	High
28	3.00	12.00	4.22	2.93	5.39	3.89	5.56	4.6	Low	High
29	2.00	.	.00	1.89	6.29	6.11	6.04	6.2	High	High
30	2.00	7.00	4.20	2.26	5.64	6.64	4.52	6.1	High	Low
31	5.00	.	.00	3.56	3.00	2.79	5.84	2.9	Low	High
32	6.00	1.00	2.56	1.44	4.93	3.68	6.52	4.3	Low	High
33	3.00	7.00	4.67	4.04	1.64	5.96	6.52	3.8	Low	High
34	1.00	.	.00	2.11	4.79	5.14	6.00	5.0	High	High
35	3.00	.	.00	2.33	3.54	3.86	4.60	3.7	Low	Low
36	2.00	.	.00	3.00	3.29	3.46	4.56	3.4	Low	Low
37	1.00	13.00	4.22	3.72	3.96	5.89	6.24	4.9	High	High
38	5.00	9.00	2.44	2.28	5.89	5.86	4.28	5.9	High	Low
39	1.00	.	.00	1.33	6.79	5.00	7.00	5.9	High	High
40	3.00	.	.00	2.00	5.00	2.14	5.40	3.6	Low	High
41	2.00	.	.00	2.00	5.82	5.68	6.12	5.8	High	High
42	4.00	9.00	1.78	2.26	4.46	4.75	4.56	4.6	Low	Low
43	1.00	.00	2.86	2.61	4.68	5.86	6.56	5.3	High	High
44	2.00	.	.00	2.00	5.71	5.68	5.96	5.7	High	High
45	1.00	3.00	4.50	2.33	4.75	3.82	5.84	4.3	Low	High
46	3.00	4.00	4.89	2.83	2.25	3.14	4.84	2.7	Low	Low
47	1.00	.	.00	1.22	6.39	6.14	6.52	6.3	High	High
48	5.00	.00	3.02	1.84	3.71	5.29	3.04	4.5	Low	Low
49	6.00	.	.00	2.22	3.89	3.93	5.72	3.9	Low	High
50	6.00	.	.00	3.00	3.54	3.57	5.00	3.6	Low	Low
51	4.00	12.00	3.80	4.75	2.46	4.82	4.84	3.6	Low	Low
52	1.00	.	.00	2.22	4.36	4.64	4.20	4.5	Low	Low

masters2 data without variable that has FAS=0

	mastrust	mascomm	masalien	fastrust	fascomm	fasalien	pastrust	pascomm	pasalien
27	6.60	5.30	3.13	5.40	4.40	5.13	6.60	5.75	3.43
28	5.60	5.50	3.00	4.10	3.80	4.25	6.00	6.13	4.00
29	6.50	6.00	1.63	6.40	5.80	1.88	6.10	5.88	1.88
30	6.10	4.70	1.75	6.60	6.70	1.38	4.13	4.13	3.14
31	2.80	2.40	4.00	3.50	2.10	4.88	6.40	5.88	3.00
32	5.50	5.20	4.13	4.10	3.50	4.63	6.90	6.75	2.29
33	1.80	1.20	6.00	6.70	5.50	2.38	7.00	7.00	2.71
34	5.40	4.10	3.13	5.90	4.30	2.75	6.30	6.00	2.43
35	4.80	3.40	5.13	5.70	2.30	4.50	5.20	4.63	4.29
36	3.10	3.20	4.38	5.00	1.70	4.25	4.50	5.88	4.86
37	4.00	4.10	4.25	6.00	6.00	2.38	6.60	6.13	2.14
38	6.10	5.80	2.13	5.60	6.00	2.00	5.20	2.63	3.14
39	6.30	7.00	1.13	5.40	4.20	2.50	7.00	7.00	1.00
40	5.80	4.90	3.88	2.40	1.70	5.63	5.80	6.50	3.43
41	6.50	5.40	2.50	6.40	5.00	2.38	6.60	6.25	2.71
42	5.50	3.60	3.75	5.40	4.40	3.63	4.80	4.63	3.86
43	5.30	4.30	3.63	6.90	4.50	1.75	7.00	6.50	2.00
44	5.80	5.40	2.00	6.50	4.90	2.25	6.00	6.75	3.00
45	5.50	4.30	3.63	4.40	3.60	4.25	5.70	5.50	2.43
46	2.50	1.90	5.50	2.80	4.20	5.75	6.00	4.38	4.29
47	6.60	6.20	1.63	6.60	5.50	1.63	6.70	6.13	1.29
48	4.70	3.70	5.50	6.30	5.00	3.63	4.10	3.00	6.43
49	5.20	3.50	5.25	5.00	3.90	5.38	6.50	6.25	4.00
50	3.80	3.30	4.50	4.00	3.60	4.75	5.30	5.13	3.57
51	2.20	2.25	4.38	5.00	4.00	2.38	5.60	3.13	2.29
52	4.40	3.70	3.13	5.20	3.60	2.75	5.40	3.00	3.50

masters2 data without variable that has FAS=0

	id	gender	age	parental	daywitfa	daywitmo	peeracep	anxiety	physanx	worryanx
53	60.00	Male	14.00	Together	1.00	1.00	45.00	16.00	3.00	9.00
54	61.00	Male	14.00	Together	1.00	1.00	74.00	5.00	3.00	2.00
55	62.00	Male	13.00	Together	1.00	1.00	69.00	13.00	4.00	8.00
56	63.00	Male	13.00	Together	1.00	1.00	84.00	10.00	3.00	5.00
57	64.00	Male	14.00	Together	1.00	1.00	51.00	26.00	9.00	10.00
58	65.00	Male	15.00	Separat	.00	1.00	45.00	10.00	3.00	2.00
59	66.00	Male	14.00	Separat	.00	1.00	68.00	8.00	1.00	6.00
60	67.00	Male	15.00	Together	1.00	1.00	75.00	1.00	.00	1.00
61	69.00	Male	14.00	Together	1.00	1.00	77.00	8.00	4.00	4.00
62	70.00	Male	14.00	Separat	.17	.83	40.00	23.00	7.00	10.00
63	71.00	Male	15.00	Separat	.00	1.00	65.00	6.00	2.00	2.00
64	72.00	Male	15.00	Together	1.00	1.00	69.00	11.00	3.00	4.00
65	73.00	Male	15.00	Separat	.50	.50	68.00	3.00	1.00	1.00
66	74.00	Male	15.00	Together	1.00	1.00	69.00	6.00	3.00	1.00
67	76.00	Male	15.00	Separat	.07	.93	69.00	16.00	4.00	9.00
68	77.00	Male	14.00	Separat	.33	.67	53.00	15.00	4.00	6.00
69	78.00	Male	15.00	Separat	.00	1.00	72.00	12.00	1.00	7.00
70	79.00	Female	14.00	Together	1.00	1.00	82.00	5.00	2.00	2.00
71	80.00	Female	15.00	Separat	.00	1.00	90.00	7.00	2.00	4.00
72	81.00	Female	14.00	Separat	.00	1.00	82.00	23.00	7.00	11.00
73	82.00	Male	15.00	Together	1.00	1.00	66.00	9.00	2.00	5.00
74	83.00	Male	15.00	Together	1.00	1.00	50.00	13.00	1.00	7.00
75	84.00	Male	15.00	Together	1.00	1.00	84.00	13.00	3.00	7.00
76	85.00	Male	14.00	Together	1.00	1.00	54.00	14.00	3.00	8.00
77	86.00	Male	15.00	Together	1.00	1.00	96.00	8.00	4.00	4.00
78	87.00	Male	15.00	Together	1.00	1.00	96.00	3.00	2.00	.00

masters2 data without variable that has FAS=0

	socanx	agesep	pastconf	presconf	mas	fas	pas	paras	paras2	pas2
53	4.00	.	.00	2.22	5.00	5.18	1.92	5.1	High	Low
54	.00	.	.00	2.22	4.86	6.57	4.20	5.7	High	Low
55	1.00	.	.00	1.78	5.57	5.00	4.08	5.3	High	Low
56	2.00	.	.00	2.29	6.54	6.50	6.04	6.5	High	High
57	7.00	.	.00	2.22	3.00	3.00	2.96	3.0	Low	Low
58	5.00	9.00	4.00	3.11	2.75	4.04	3.68	3.4	Low	Low
59	1.00	14.00	3.89	2.00	3.36	1.68	4.44	2.5	Low	Low
60	.00	.	.00	1.00	5.54	5.46	4.84	5.5	High	Low
61	.00	.	.00	1.78	5.11	5.50	6.64	5.3	High	High
62	6.00	7.00	2.78	3.00	4.18	4.96	3.48	4.6	Low	Low
63	2.00	4.00	3.00	1.52	5.46	2.43	6.64	3.9	Low	High
64	4.00	.	.00	3.00	5.68	6.21	6.32	5.9	High	High
65	1.00	13.00	1.56	2.89	4.04	5.00	3.64	4.5	Low	Low
66	2.00	.	.00	1.44	4.71	4.61	3.88	4.7	High	Low
67	3.00	2.00	4.00	1.26	5.18	5.39	5.40	5.3	High	High
68	5.00	13.00	1.89	2.67	3.36	5.64	2.00	4.5	Low	Low
69	4.00	6.00	2.71	1.91	5.75	5.11	4.72	5.4	High	Low
70	1.00	.	.00	3.00	5.25	2.54	5.08	3.9	Low	Low
71	1.00	15.00	2.67	2.56	5.32	4.64	5.76	5.0	High	Low
72	5.00	7.00	4.57	3.69	3.57	2.04	5.44	2.8	Low	High
73	2.00	.	.00	2.44	3.96	4.00	5.08	4.0	Low	Low
74	5.00	.	.00	2.33	4.96	3.86	5.84	4.4	Low	High
75	3.00	.	.00	1.11	6.79	6.71	6.12	6.8	High	High
76	3.00	.	.00	1.88	4.54	4.75	5.84	4.6	High	High
77	.00	.	.00	2.88	5.39	4.50	6.72	4.9	High	High
78	1.00	.	.00	3.11	6.64	4.11	5.92	5.4	High	High

masters2 data without variable that has FAS=0

	mastrust	mascomm	masalien	fastrust	fascomm	fasalien	pastrust	pascomm	pasalien
53	6.40	4.10	3.63	6.40	4.50	3.50	2.40	1.13	5.86
54	5.20	4.70	3.38	6.80	6.50	1.63	4.80	3.38	3.71
55	6.50	5.00	2.63	6.00	4.00	2.63	5.70	2.88	4.86
56	6.70	6.30	1.38	6.80	6.40	1.75	6.40	6.00	2.43
57	4.00	2.50	5.63	3.50	2.50	5.00	4.10	3.38	5.14
58	2.70	2.80	5.25	4.20	5.00	5.38	3.60	3.75	4.29
59	4.00	2.30	4.13	1.60	1.00	5.38	5.00	3.75	3.57
60	6.10	4.90	2.38	6.30	4.70	2.63	5.20	4.38	3.14
61	6.10	4.10	2.88	6.60	4.10	2.13	7.00	7.00	2.29
62	5.10	4.40	5.25	6.30	3.90	3.38	3.80	3.75	5.29
63	6.00	6.63	3.00	1.60	1.60	3.50	7.00	7.00	2.29
64	6.10	5.40	2.50	6.60	5.80	1.75	6.80	6.13	2.14
65	5.30	2.40	3.50	6.50	2.70	2.00	4.30	1.88	3.29
66	5.30	4.10	3.25	5.30	4.00	3.50	4.30	3.13	3.86
67	6.60	4.00	3.13	6.80	4.90	3.75	5.80	5.13	2.86
68	4.70	3.20	6.13	6.70	6.00	4.13	1.00	1.13	3.57
69	5.70	5.50	1.88	4.70	5.40	2.75	5.20	4.13	3.29
70	5.40	5.60	3.38	2.70	2.30	5.38	4.90	5.13	2.71
71	5.70	5.00	2.75	5.80	4.00	4.00	6.20	5.75	2.86
72	3.60	4.10	5.13	2.40	1.40	5.63	5.80	5.38	3.00
73	4.20	3.80	4.13	5.10	3.10	4.25	5.60	4.50	3.00
74	6.20	4.10	4.00	5.70	3.10	5.50	6.40	5.50	2.57
75	6.90	6.50	1.38	7.00	6.30	1.13	6.40	6.25	2.43
76	5.30	4.20	4.00	5.80	3.90	3.50	6.30	5.75	2.71
77	5.00	5.80	2.63	4.90	4.10	3.50	6.90	6.63	1.43
78	7.00	6.30	1.38	5.50	3.30	4.63	6.70	5.38	2.57

masters2 data without variable that has FAS=0

	id	gender	age	parental	daywitfa	daywitmo	peeracep	anxiety	physanx	worryanx
79	88.00	Male	13.00	Separat	.93	.07	57.00	14.00	5.00	3.00
80	89.00	Male	13.00	Separat	.04	.96	88.00	2.00	1.00	1.00
81	90.00	Male	13.00	Together	1.00	1.00	67.00	13.00	8.00	1.00
82	91.00	Male	14.00	Together	1.00	1.00	89.00	1.00	1.00	.00
83	92.00	Male	14.00	Together	1.00	1.00	67.00	7.00	2.00	3.00
84	93.00	Male	13.00	Together	1.00	1.00	72.00	10.00	4.00	4.00
85	94.00	Male	14.00	Together	1.00	1.00	79.00	9.00	1.00	8.00
86	95.00	Male	14.00	Together	1.00	1.00	76.00	18.00	8.00	6.00
87	96.00	Male	13.00	Together	1.00	1.00	79.00	8.00	2.00	4.00
88	13.00	Male	13.00	Separat	.13	.87	59.00	25.00	8.00	11.00
89	14.00	Male	13.00	Separat	.80	.20	82.00	2.00	.00	.00
90	19.00	Male	15.00	Separat	.20	.80	67.00	5.00	.00	4.00
91	21.00	Female	13.00	Together	1.00	1.00	46.00	27.00	9.00	11.00

masters2 data without variable that has FAS=0

	socanx	agesep	pastconf	presconf	mas	fas	pas	paras	paras2	pas2
79	6.00	6.00	3.17	2.78	5.18	3.68	3.28	4.4	Low	Low
80	.00	2.00	3.50	2.41	4.36	4.61	4.20	4.5	Low	Low
81	4.00	.	.00	2.25	4.50	5.68	3.68	5.1	High	Low
82	.00	.	.00	1.44	5.82	6.71	5.52	6.3	High	High
83	2.00	.	.00	2.33	4.79	4.71	3.60	4.8	High	Low
84	2.00	.	.00	2.11	4.93	5.36	4.60	5.1	High	Low
85	.00	.	.00	2.11	5.96	5.36	4.04	5.7	High	Low
86	4.00	.	.00	1.78	5.36	5.54	3.84	5.5	High	Low
87	2.00	.	.00	2.44	6.11	5.07	4.44	5.6	High	Low
88	6.00	5.00	2.44	2.82	4.86	4.29	4.44	4.6	Low	Low
89	2.00	.00	2.00	1.63	5.54	5.36	4.48	5.5	High	Low
90	1.00	4.00	1.43	1.48	4.18	4.25	5.56	4.2	Low	High
91	7.00	.	.00	2.78	3.32	4.18	3.76	3.8	Low	Low

masters2 data without variable that has FAS=0

	mastrust	mascomm	masalien	fastrust	fascomm	fasalien	pastrust	pascomm	pasalien
79	6.50	3.80	4.00	4.60	3.30	5.00	2.70	3.25	3.86
80	5.40	3.10	3.38	5.10	4.00	3.25	5.40	1.38	2.29
81	5.80	4.30	4.88	6.10	5.80	3.00	4.50	2.88	4.57
82	6.10	5.40	2.00	7.00	6.60	1.50	6.20	4.88	2.71
83	4.70	4.30	2.50	5.40	3.50	2.63	4.50	2.63	4.57
84	6.00	4.80	4.25	5.80	4.90	2.63	4.90	4.00	3.14
85	5.70	5.90	1.63	5.50	5.40	2.88	4.10	3.88	3.86
86	6.00	4.90	2.88	6.70	4.90	3.13	4.00	3.88	4.43
87	6.80	5.50	2.00	5.40	5.00	3.25	5.20	2.88	2.86
88	5.50	5.30	4.50	4.80	4.50	4.63	4.60	4.88	4.29
89	6.50	4.10	1.50	5.80	3.90	1.38	4.90	3.25	2.71
90	4.80	2.80	3.00	5.60	2.90	3.75	5.90	5.63	3.00
91	4.00	3.90	6.25	5.10	4.20	5.00	3.40	5.25	5.43

Appendix G: Statistical Procedures Involved in Participant Information Reporting

Descriptives - Gender = 1 (Male)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age in Years	44	13.00	15.00	14.0455	.83400
Valid N (listwise)	44				

Descriptives - Gender = 2 (Female)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age in Years	47	13.00	15.00	14.3617	.73501
Valid N (listwise)	47				

Frequencies - Parental Divorce Status = 1 (Together)

Statistics

Gender

N	Valid	49
	Missing	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	55.1	55.1	55.1
	Female	22	44.9	44.9	100.0
	Total	49	100.0	100.0	

Frequencies - Parental Divorce Status = 2 (Separated/Divorced)

Statistics

Gender

N	Valid	42
	Missing	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	40.5	40.5	40.5
	Female	25	59.5	59.5	100.0
	Total	42	100.0	100.0	

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	44
	2.00	Female	47
Parental Divorce/Separation Status	1.00	Together	49
	2.00	Separated/Divorced	42

Descriptive Statistics

Dependent Variable: Age in Years

Gender	Parental	Mean	Std. Deviation	N
Male	Together	14.0741	.78082	27
	Separated/Divorced	14.0000	.93541	17
	Total	14.0455	.83400	44
Female	Together	14.3636	.72673	22
	Separated/Divorced	14.3600	.75719	25
	Total	14.3617	.73501	47
Total	Together	14.2041	.76321	49
	Separated/Divorced	14.2143	.84206	42
	Total	14.2088	.79605	91

Levene's Test of Equality of Error Variances[a]

Dependent Variable: Age in Years

F	df1	df2	Sig.
1.124	3	87	.344

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+GENDER+PARENTAL+GENDER * PARENTAL

Tests of Between-Subjects Effects

Dependent Variable: Age in Years

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2.330[b]	3	.777	1.235	.302	.041
Intercept	17792.118	1	17792.118	28296.822	.000	.997
GENDER	2.327	1	2.327	3.701	.058	.041
PARENTAL	3.331E-02	1	3.331E-02	.053	.819	.001
GENDER * PARENTAL	2.736E-02	1	2.736E-02	.044	.835	.000
Error	54.703	87	.629			
Total	18429.000	91				
Corrected Total	57.033	90				

Tests of Between-Subjects Effects

Dependent Variable: Age in Years

Source	Noncent. Parameter	Observed Power[a]
Corrected Model	3.706	.320
Intercept	28296.822	1.000
GENDER	3.701	.477
PARENTAL	.053	.056
GENDER * PARENTAL	.044	.055
Error		
Total		
Corrected Total		

a. Computed using alpha = .05

b. R Squared = .041 (Adjusted R Squared = .008)

Appendix H: Statistical Procedures Used in Correlational Analysis

Correlations

		Parental Divorce/Separation Status	peer acceptance raw	Past conflict	Present conflict	Mother Attachment Score	Father Attachment Score
physiological anxiety	Pearson Correlation	.059	-.230*	.055	.223*	-.235*	-.288*
	Sig. (2-tailed)	.579	.028	.607	.033	.025	.010
	N	91	91	91	91	91	91
worry/oversensitivity	Pearson Correlation	.120	-.369**	.055	.002	-.208*	-.319**
	Sig. (2-tailed)	.258	.000	.602	.982	.048	.002
	N	91	91	91	91	91	91
social concerns/concentration	Pearson Correlation	.248*	-.593**	.149	.223*	-.341**	-.370**
	Sig. (2-tailed)	.018	.000	.159	.033	.001	.000
	N	91	91	91	91	91	91

Correlations

		Peer (Friend) Attachment Score	Days spent with Fa as a proportion of Days spent with Mo and Fa	Days spent with Mo as a proportion of Days spent with Mo and Fa	RCMAS anxiety raw score	physiological anxiety
physiological anxiety	Pearson Correlation	-.164	-.042	-.019	.813**	1
	Sig. (2-tailed)	.119	.693	.859	.000	.
	N	91	91	91	91	91
worry/oversensitivity	Pearson Correlation	-.144	-.147	.026	.866**	.492**
	Sig. (2-tailed)	.173	.165	.808	.000	.000
	N	91	91	91	91	91
social concerns/concentration	Pearson Correlation	-.283**	-.264*	-.087	.832**	.604**
	Sig. (2-tailed)	.007	.012	.412	.000	.000
	N	91	91	91	91	91

Correlations

Correlations

		Parental Divorce/Separation Status	peer acceptance raw	Past conflict	Present conflict	Mother Attachment Score	Father Attachment Score
Parental Divorce/Separation Status	Pearson Correlation	1	-.022	.839**	.246*	-.236*	-.317**
	Sig. (2-tailed)	.	.837	.000	.019	.024	.002
	N	91	91	91	91	91	91
peer acceptance raw	Pearson Correlation	-.022	1	.102	.010	.272**	.195
	Sig. (2-tailed)	.837	.	.338	.929	.009	.064
	N	91	91	91	91	91	91
Past conflict	Pearson Correlation	.839**	.102	1	.363**	-.296**	-.211*
	Sig. (2-tailed)	.000	.338	.	.000	.004	.045
	N	91	91	91	91	91	91
Present conflict	Pearson Correlation	.246*	.010	.363**	1	-.544**	-.217*
	Sig. (2-tailed)	.019	.929	.000	.	.000	.039
	N	91	91	91	91	91	91
Mother Attachment Score	Pearson Correlation	-.236*	.272**	-.296**	-.544**	1	.338**
	Sig. (2-tailed)	.024	.009	.004	.000	.	.001
	N	91	91	91	91	91	91
Father Attachment Score	Pearson Correlation	-.317**	.195	-.211*	-.217*	.338**	1
	Sig. (2-tailed)	.002	.064	.045	.039	.001	.
	N	91	91	91	91	91	91
Peer (Friend) Attachment Score	Pearson Correlation	-.075	.496**	.018	.024	.281**	.007
	Sig. (2-tailed)	.477	.000	.882	.824	.007	.948
	N	91	91	91	91	91	91
Days spent with Fa as a proportion of Days spent with Mo and Fa	Pearson Correlation	-.831**	.011	-.612**	-.130	.107	.322**
	Sig. (2-tailed)	.000	.916	.000	.218	.314	.002
	N	91	91	91	91	91	91
Days spent with Mo as a proportion of Days spent with Mo and Fa	Pearson Correlation	-.494**	-.021	-.494**	-.259*	.345**	-.039
	Sig. (2-tailed)	.000	.840	.000	.013	.001	.713
	N	91	91	91	91	91	91
RCMAS anxiety raw score	Pearson Correlation	.159	.458**	.094	.155	-.299**	-.376**
	Sig. (2-tailed)	.133	.000	.376	.144	.004	.000
	N	91	91	91	91	91	91

Correlations

		Peer (Friend) Attachment Score	Days spent with Fa as a proportion of Days spent with Mo and Fa	Days spent with Mo as a proportion of Days spent with Mo and Fa	RCMAS anxiety raw score	physiological anxiety
Parental Divorce/Separation Status	Pearson Correlation	-.075	-.831**	-.494**	.159	.059
	Sig. (2-tailed)	.477	.000	.000	.133	.579
	N	91	91	91	91	91
peer acceptance raw	Pearson Correlation	.496**	.011	-.021	-.458**	-.230*
	Sig. (2-tailed)	.000	.916	.840	.000	.028
	N	91	91	91	91	91
Past conflict	Pearson Correlation	.018	-.612**	-.494**	.094	.055
	Sig. (2-tailed)	.882	.000	.000	.376	.607
	N	91	91	91	91	91
Present conflict	Pearson Correlation	.024	-.130	-.259*	.155	.223*
	Sig. (2-tailed)	.824	.218	.013	.144	.033
	N	91	91	91	91	91
Mother Attachment Score	Pearson Correlation	.281**	.107	.345**	-.299**	-.235*
	Sig. (2-tailed)	.007	.314	.001	.004	.025
	N	91	91	91	91	91
Father Attachment Score	Pearson Correlation	.007	.322**	-.039	-.376**	-.268*
	Sig. (2-tailed)	.948	.002	.713	.000	.010
	N	91	91	91	91	91
Peer (Friend) Attachment Score	Pearson Correlation	1	.021	.181	-.221*	-.164
	Sig. (2-tailed)	.	.840	.085	.035	.119
	N	91	91	91	91	91
Days spent with Fa as a proportion of Days spent with Mo and Fa	Pearson Correlation	.021	1	.023	-.171	-.042
	Sig. (2-tailed)	.840	.	.827	.105	.693
	N	91	91	91	91	91
Days spent with Mo as a proportion of Days spent with Mo and Fa	Pearson Correlation	.181	.023	1	-.021	-.019
	Sig. (2-tailed)	.085	.827	.	.843	.859
	N	91	91	91	91	91
RCMAS anxiety raw score	Pearson Correlation	-.221*	-.171	-.021	1	.813**
	Sig. (2-tailed)	.035	.105	.843	.	.000
	N	91	91	91	91	91

Correlations

		worry/oversensitivity	social concerns/concentration
physiological anxiety	Pearson Correlation	.492**	.604**
	Sig. (2-tailed)	.000	.000
	N	91	91
worry/oversensitivity	Pearson Correlation	1	.579**
	Sig. (2-tailed)	.	.000
	N	91	91
social concerns/concentration	Pearson Correlation	.579**	1
	Sig. (2-tailed)	.000	.
	N	91	91

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
RCMAS anxiety raw score	11.1648	6.56973	91
Parental Divorce/Separation Status	1.4615	.50128	91
peer acceptance raw	72.0549	13.46135	91
Past conflict	1.3070	1.69151	91
Present conflict	2.3292	.72720	91
Mother Attachment Score	4.8378	1.15124	91
Father Attachment Score	4.5442	1.34884	91
Peer (Friend) Attachment Score	5.1143	1.10422	91

Correlations

		Father Attachment Score	Peer (Friend) Attachment Score
Pearson Correlation	RCMAS anxiety raw score	-.376	-.221
	Parental Divorce/Separation Status	-.317	-.075
	peer acceptance raw	.195	.496
	Past conflict	-.211	.016
	Present conflict	-.217	.024
	Mother Attachment Score	.338	.281
	Father Attachment Score	1.000	.007
	Peer (Friend) Attachment Score	.007	1.000
Sig. (1-tailed)	RCMAS anxiety raw score	.000	.018
	Parental Divorce/Separation Status	.001	.239
	peer acceptance raw	.032	.000
	Past conflict	.022	.441
	Present conflict	.020	.412
	Mother Attachment Score	.001	.004
	Father Attachment Score	.	.474
	Peer (Friend) Attachment Score	.474	.
N	RCMAS anxiety raw score	91	91
	Parental Divorce/Separation Status	91	91
	peer acceptance raw	91	91
	Past conflict	91	91
	Present conflict	91	91
	Mother Attachment Score	91	91
	Father Attachment Score	91	91
	Peer (Friend) Attachment Score	91	91

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Correlations

		worry/oversensitivity	social concerns/concentration
Parental Divorce/Separation Status	Pearson Correlation	.120	.248*
	Sig. (2-tailed)	.258	.018
	N	91	91
peer acceptance raw	Pearson Correlation	-.359**	-.593**
	Sig. (2-tailed)	.000	.000
	N	91	91
Past conflict	Pearson Correlation	.055	.149
	Sig. (2-tailed)	.602	.159
	N	91	91
Present conflict	Pearson Correlation	.002	.223*
	Sig. (2-tailed)	.982	.033
	N	91	91
Mother Attachment Score	Pearson Correlation	-.208*	-.341**
	Sig. (2-tailed)	.048	.001
	N	91	91
Father Attachment Score	Pearson Correlation	-.319**	-.370**
	Sig. (2-tailed)	.002	.000
	N	91	91
Peer (Friend) Attachment Score	Pearson Correlation	-.144	-.283**
	Sig. (2-tailed)	.173	.007
	N	91	91
Days spent with Fa as a proportion of Days spent with Mo and Fa	Pearson Correlation	-.147	-.264*
	Sig. (2-tailed)	.165	.012
	N	91	91
Days spent with Mo as a proportion of Days spent with Mo and Fa	Pearson Correlation	.026	-.087
	Sig. (2-tailed)	.808	.412
	N	91	91
RCMAS anxiety raw score	Pearson Correlation	.866**	.832**
	Sig. (2-tailed)	.000	.000
	N	91	91

Correlations

		RCMAS anxiety raw score	Parental Divorce/Separation Status	peer acceptance raw	Past conflict	Present conflict	Mother Attachment Score
Pearson Correlation	RCMAS anxiety raw score	1.000	.159	-.458	.094	.155	-.299
	Parental Divorce/Separation Status	.159	1.000	-.022	.839	.248	-.238
	peer acceptance raw	-.458	-.022	1.000	.102	.010	.272
	Past conflict	.094	.839	.102	1.000	.383	-.296
	Present conflict	.155	.248	.010	.383	1.000	-.544
	Mother Attachment Score	-.299	-.238	.272	-.296	-.544	1.000
	Father Attachment Score	-.376	-.317	.195	-.211	-.217	.338
	Peer (Friend) Attachment Score	-.221	-.075	.496	.016	.024	.281
Sig. (1-tailed)	RCMAS anxiety raw score	.	.066	.000	.188	.072	.002
	Parental Divorce/Separation Status	.066	.	.418	.000	.009	.012
	peer acceptance raw	.000	.418	.	.169	.464	.005
	Past conflict	.188	.000	.169	.	.000	.002
	Present conflict	.072	.009	.464	.000	.	.000
	Mother Attachment Score	.002	.012	.005	.002	.000	.
	Father Attachment Score	.000	.001	.032	.022	.020	.001
	Peer (Friend) Attachment Score	.018	.239	.000	.441	.412	.004
N	RCMAS anxiety raw score	91	91	91	91	91	91
	Parental Divorce/Separation Status	91	91	91	91	91	91
	peer acceptance raw	91	91	91	91	91	91
	Past conflict	91	91	91	91	91	91
	Present conflict	91	91	91	91	91	91
	Mother Attachment Score	91	91	91	91	91	91
	Father Attachment Score	91	91	91	91	91	91
	Peer (Friend) Attachment Score	91	91	91	91	91	91

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	815.026	1	815.026	23.632	.000[a]
	Residual	3069.502	89	34.489		
	Total	3884.527	90			
2	Regression	1147.098	2	573.549	18.436	.000[b]
	Residual	2737.429	88	31.107		
	Total	3884.527	90			

a. Predictors: (Constant), peer acceptance raw

b. Predictors: (Constant), peer acceptance raw, Father Attachment Score

c. Dependent Variable: RCMAS anxiety raw score

Coefficients[c]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	27.273	3.370		8.092	.000	20.576	33.969
	peer acceptance raw	-.224	.046	-.458	-4.861	.000	-.315	-.132
2	(Constant)	31.629	3.491		9.117	.000	24.691	38.787
	peer acceptance raw	-.195	.045	-.400	-4.384	.000	-.284	-.107
	Father Attachment Score	-1.452	.444	-.298	-3.267	.002	-2.335	-.569

Coefficient Correlations[a]

Model			peer acceptance raw	Father Attachment Score
1	Correlations	peer acceptance raw	1.000	
	Covariances	peer acceptance raw	2.115E-03	
2	Correlations	peer acceptance raw	1.000	-.195
		Father Attachment Score	-.195	1.000
	Covariances	peer acceptance raw	1.983E-03	-3.856E-03
		Father Attachment Score	-3.856E-03	.198

a. Dependent Variable: RCMAS anxiety raw score

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
physiological anxiety	3.4615	2.48589	91
Parental Divorce/Separation Status	1.4615	.50128	91
peer acceptance raw	72.0549	13.46135	91
Past conflict	1.3070	1.69151	91
Present conflict	2.3292	.72720	91
Mother Attachment Score	4.8378	1.15124	91
Father Attachment Score	4.5442	1.34864	91
Peer (Friend) Attachment Score	5.1143	1.10422	91

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	peer acceptance raw		Stepwise (Criteria: Probability -of-F-to-enter <= .050, Probability -of-F-to-remove >= .100).
2	Father Attachment Score		Stepwise (Criteria: Probability -of-F-to-enter <= .050, Probability -of-F-to-remove >= .100).

a. Dependent Variable: RCMAS anxiety raw score

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.458[a]	.210	.201	5.87271	.210	23.632	1	89	.000
2	.543[b]	.295	.279	5.57738	.085	10.675	1	88	.002

a. Predictors: (Constant), peer acceptance raw

b. Predictors: (Constant), peer acceptance raw, Father Attachment Score

Coefficients[c]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	peer acceptance raw	-.458	-.458	-.458
2	(Constant)			
	peer acceptance raw	-.458	-.423	-.392
	Father Attachment Score	-.376	-.329	-.292

a. Dependent Variable: RCMAS anxiety raw score

Excluded Variables[c]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Parental Divorce/Separation Status	.149[a]	1.593	.115	.167	1.000
	Past conflict	.142[a]	1.508	.135	.159	.990
	Present conflict	.159[a]	1.704	.092	.179	1.000
	Mother Attachment Score	-.188[a]	-1.949	.054	-.203	.926
	Father Attachment Score	-.298[a]	-3.267	.002	-.329	.982
	Peer (Friend) Attachment Score	.008[a]	.072	.942	.008	.754
2	Parental Divorce/Separation Status	.062[b]	.654	.515	.070	.898
	Past conflict	.077[b]	.827	.411	.088	.934
	Present conflict	.099[b]	1.076	.285	.115	.950
	Mother Attachment Score	-.106[b]	-1.087	.280	-.116	.842
	Peer (Friend) Attachment Score	-.028[b]	-.268	.790	-.029	.746

a. Predictors in the Model: (Constant), peer acceptance raw

b. Predictors in the Model: (Constant), peer acceptance raw, Father Attachment Score

c. Dependent Variable: RCMAS anxiety raw score

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Correlations

		Father Attachment Score	Peer (Friend) Attachment Score
Pearson Correlation	physiological anxiety	-.268	-.164
	Parental Divorce/Separation Status	-.317	-.075
	peer acceptance raw	.195	.496
	Past conflict	-.211	.016
	Present conflict	-.217	.024
	Mother Attachment Score	.338	.281
	Father Attachment Score	1.000	.007
	Peer (Friend) Attachment Score	.007	1.000
Sig. (1-tailed)	physiological anxiety	.005	.060
	Parental Divorce/Separation Status	.001	.239
	peer acceptance raw	.032	.000
	Past conflict	.022	.441
	Present conflict	.020	.412
	Mother Attachment Score	.001	.004
	Father Attachment Score	.	.474
	Peer (Friend) Attachment Score	.474	.
N	physiological anxiety	91	91
	Parental Divorce/Separation Status	91	91
	peer acceptance raw	91	91
	Past conflict	91	91
	Present conflict	91	91
	Mother Attachment Score	91	91
	Father Attachment Score	91	91
	Peer (Friend) Attachment Score	91	91

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.711	.892		6.402	.000	3.938	7.484
	Father Attachment Score	-.495	.188	-.268	-2.629	.010	-.869	-.121

Correlations

		physiological anxiety	Parental Divorce/Separation Status	peer acceptance raw	Past conflict	Present conflict	Mother Attachment Score
Pearson Correlation	physiological anxiety	1.000	.059	-.230	.055	.223	-.235
	Parental Divorce/Separation Status	.059	1.000	-.022	.839	.246	-.236
	peer acceptance raw	-.230	-.022	1.000	.102	.010	.272
	Past conflict	.055	.839	.102	1.000	.383	-.296
	Present conflict	.223	.246	.010	.383	1.000	-.544
	Mother Attachment Score	-.235	-.236	.272	-.296	-.544	1.000
	Father Attachment Score	-.268	-.317	.195	-.211	-.217	.338
	Peer (Friend) Attachment Score	-.164	-.075	.496	.016	.024	.281
Sig. (1-tailed)	physiological anxiety	.	.289	.014	.304	.017	.012
	Parental Divorce/Separation Status	.289	.	.418	.000	.009	.012
	peer acceptance raw	.014	.418	.	.169	.464	.005
	Past conflict	.304	.000	.169	.	.000	.002
	Present conflict	.017	.009	.464	.000	.	.000
	Mother Attachment Score	.012	.012	.005	.002	.000	.
	Father Attachment Score	.005	.001	.032	.022	.020	.001
	Peer (Friend) Attachment Score	.060	.239	.000	.441	.412	.004
N	physiological anxiety	91	91	91	91	91	91
	Parental Divorce/Separation Status	91	91	91	91	91	91
	peer acceptance raw	91	91	91	91	91	91
	Past conflict	91	91	91	91	91	91
	Present conflict	91	91	91	91	91	91
	Mother Attachment Score	91	91	91	91	91	91
	Father Attachment Score	91	91	91	91	91	91
	Peer (Friend) Attachment Score	91	91	91	91	91	91

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Father Attachment Score		Stepwise (Criteria: Probability -of-F-to-enter <= .050, Probability -of-F-to-remove >= .100).

a. Dependent Variable: physiological anxiety

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.268[a]	.072	.062	2.40902	.072	6.912	1	89	.010

a. Predictors: (Constant), Father Attachment Score

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.115	1	40.115	6.912	.010[a]
	Residual	516.500	89	5.803		
	Total	556.615	90			

a. Predictors: (Constant), Father Attachment Score

b. Dependent Variable: physiological anxiety

Descriptive Statistics

	Mean	Std. Deviation	N
worry/oversensitivity	4.7692	3.27304	91
Parental Divorce/Separation Status	1.4615	.50128	91
peer acceptance raw	72.0549	13.46135	91
Past conflict	1.3070	1.69151	91
Present conflict	2.3292	.72720	91
Mother Attachment Score	4.8378	1.15124	91
Father Attachment Score	4.5442	1.34684	91
Peer (Friend) Attachment Score	5.1143	1.10422	91

Correlations

		Father Attachment Score	Peer (Friend) Attachment Score
Pearson Correlation	worry/oversensitivity	-.319	-.144
	Parental Divorce/Separation Status	-.317	-.075
	peer acceptance raw	.195	.496
	Past conflict	-.211	.016
	Present conflict	-.217	.024
	Mother Attachment Score	.338	.281
	Father Attachment Score	1.000	.007
	Peer (Friend) Attachment Score	.007	1.000
Sig. (1-tailed)	worry/oversensitivity	.001	.086
	Parental Divorce/Separation Status	.001	.239
	peer acceptance raw	.032	.000
	Past conflict	.022	.441
	Present conflict	.020	.412
	Mother Attachment Score	.001	.004
	Father Attachment Score	.	.474
	Peer (Friend) Attachment Score	.474	.
N	worry/oversensitivity	91	91
	Parental Divorce/Separation Status	91	91
	peer acceptance raw	91	91
	Past conflict	91	91
	Present conflict	91	91
	Mother Attachment Score	91	91
	Father Attachment Score	91	91
	Peer (Friend) Attachment Score	91	91

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	Father Attachment Score	-.268	-.268	-.268

a. Dependent Variable: physiological anxiety

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Parental Divorce/Separation Status	-.029[a]	-.267	.790	-.028	.900
	peer acceptance raw	-.184[a]	-1.794	.076	-.188	.962
	Past conflict	-.002[a]	-.020	.984	-.002	.956
	Present conflict	.173[a]	1.672	.098	.175	.953
	Mother Attachment Score	-.163[a]	-1.514	.134	-.159	.888
	Peer (Friend) Attachment Score	-.163[a]	-1.606	.112	-.169	1.000

a. Predictors in the Model: (Constant), Father Attachment Score

b. Dependent Variable: physiological anxiety

Coefficient Correlations[a]

Model			Father Attachment Score
1	Correlations	Father Attachment Score	1.000
	Covariances	Father Attachment Score	3.545E-02

a. Dependent Variable: physiological anxiety

Regression

Correlations

		worry/oversensitivity	Parental Divorce/Separation Status	peer acceptance raw	Past conflict	Present conflict	Mother Attachment Score
Pearson Correlation	worry/oversensitivity	1.000	.120	-.369	.055	.002	-.208
	Parental Divorce/Separation Status	.120	1.000	-.022	.839	.246	-.238
	peer acceptance raw	-.369	-.022	1.000	.102	.010	.272
	Past conflict	.055	.839	.102	1.000	.383	-.296
	Present conflict	.002	.246	.010	.383	1.000	-.544
	Mother Attachment Score	-.208	-.238	.272	-.296	-.544	1.000
	Father Attachment Score	-.319	-.317	.195	-.211	-.217	.338
	Peer (Friend) Attachment Score	-.144	-.075	.496	.016	.024	.281
Sig. (1-tailed)	worry/oversensitivity	.	.129	.000	.301	.491	.024
	Parental Divorce/Separation Status	.129	.	.418	.000	.009	.012
	peer acceptance raw	.000	.418	.	.169	.464	.005
	Past conflict	.301	.000	.169	.	.000	.002
	Present conflict	.491	.009	.464	.000	.	.000
	Mother Attachment Score	.024	.012	.005	.002	.000	.
	Father Attachment Score	.001	.001	.032	.022	.020	.001
	Peer (Friend) Attachment Score	.086	.239	.000	.441	.412	.004
N	worry/oversensitivity	91	91	91	91	91	91
	Parental Divorce/Separation Status	91	91	91	91	91	91
	peer acceptance raw	91	91	91	91	91	91
	Past conflict	91	91	91	91	91	91
	Present conflict	91	91	91	91	91	91
	Mother Attachment Score	91	91	91	91	91	91
	Father Attachment Score	91	91	91	91	91	91
	Peer (Friend) Attachment Score	91	91	91	91	91	91

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131.034	1	131.034	13.998	.000[a]
	Residual	833.120	89	9.361		
	Total	964.154	90			
2	Regression	192.462	2	96.231	10.974	.000[b]
	Residual	771.692	88	8.769		
	Total	964.154	90			

a. Predictors: (Constant), peer acceptance raw

b. Predictors: (Constant), peer acceptance raw, Father Attachment Score

c. Dependent Variable: worry/oversensitivity

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	11.228	1.756		6.395	.000	7.739	14.717
	peer acceptance raw	-8.964E-02	.024	-.369	-3.741	.000	-.137	-.042
2	(Constant)	13.188	1.854		7.114	.000	9.504	16.871
	peer acceptance raw	-7.744E-02	.024	-.319	-3.276	.002	-.124	-.030
	Father Attachment Score	-.625	.236	-.257	-2.647	.010	-1.094	-.156

Coefficient Correlations[a]

Model			peer acceptance raw	Father Attachment Score
1	Correlations	peer acceptance raw	1.000	
	Covariances	peer acceptance raw	5.740E-04	
2	Correlations	peer acceptance raw	1.000	-.195
		Father Attachment Score	-.195	1.000
	Covariances	peer acceptance raw	5.589E-04	-1.087E-03
		Father Attachment Score	-1.087E-03	5.568E-02

a. Dependent Variable: worry/oversensitivity

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
social concerns/concentration	2.9231	2.07220	91
Parental Divorce/Separation Status	1.4615	.50128	91
peer acceptance raw	72.0549	13.46135	91
Past conflict	1.3070	1.69151	91
Present conflict	2.3292	.72720	91
Mother Attachment Score	4.8378	1.15124	91
Father Attachment Score	4.5442	1.34864	91
Peer (Friend) Attachment Score	5.1143	1.10422	91

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	peer acceptance raw		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Father Attachment Score		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: worry/oversensitivity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.369[a]	.136	.126	3.05956	.136	13.998	1	89	.000
2	.447[b]	.200	.181	2.96129	.064	7.005	1	88	.010

a. Predictors: (Constant), peer acceptance raw

b. Predictors: (Constant), peer acceptance raw, Father Attachment Score

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	peer acceptance raw	-.369	-.369	-.369
2	(Constant)			
	peer acceptance raw	-.369	-.330	-.312
	Father Attachment Score	-.319	-.272	-.252

a. Dependent Variable: worry/oversensitivity

Excluded Variables[c]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Parental Divorce/Separation Status	.112[a]	1.136	.259	.120	1.000
	Past conflict	.094[a]	.948	.347	.100	.990
	Present conflict	.006[a]	.059	.953	.006	1.000
	Mother Attachment Score	-.116[a]	-1.136	.259	-.120	.926
	Father Attachment Score	-.257[a]	-2.647	.010	-.272	.962
	Peer (Friend) Attachment Score	.051[a]	.451	.653	.048	.754
2	Parental Divorce/Separation Status	.035[b]	.345	.731	.037	.898
	Past conflict	.036[b]	.360	.719	.039	.934
	Present conflict	-.053[b]	-.539	.591	-.058	.950
	Mother Attachment Score	-.041[b]	-.390	.697	-.042	.842
	Peer (Friend) Attachment Score	.021[b]	.189	.850	.020	.746

a. Predictors in the Model: (Constant), peer acceptance raw

b. Predictors in the Model: (Constant), peer acceptance raw, Father Attachment Score

c. Dependent Variable: worry/oversensitivity

Correlations

		Father Attachment Score	Peer (Friend) Attachment Score
Pearson Correlation	social concerns/concentration	-.370	-.283
	Parental Divorce/Separation Status	-.317	-.075
	peer acceptance raw	.195	.496
	Past conflict	-.211	.016
	Present conflict	-.217	.024
	Mother Attachment Score	.338	.281
	Father Attachment Score	1.000	.007
	Peer (Friend) Attachment Score	.007	1.000
Sig. (1-tailed)	social concerns/concentration	.000	.003
	Parental Divorce/Separation Status	.001	.239
	peer acceptance raw	.032	.000
	Past conflict	.022	.441
	Present conflict	.020	.412
	Mother Attachment Score	.001	.004
	Father Attachment Score	.	.474
	Peer (Friend) Attachment Score	.474	.
N	social concerns/concentration	91	91
	Parental Divorce/Separation Status	91	91
	peer acceptance raw	91	91
	Past conflict	91	91
	Present conflict	91	91
	Mother Attachment Score	91	91
	Father Attachment Score	91	91
	Peer (Friend) Attachment Score	91	91

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.593[a]	.351	.344	1.67857	.351	48.159	1	89	.000
2	.647[b]	.419	.405	1.59788	.067	10.216	1	88	.002
3	.670[c]	.449	.430	1.56369	.031	4.867	1	87	.030

a. Predictors: (Constant), peer acceptance raw

b. Predictors: (Constant), peer acceptance raw, Father Attachment Score

c. Predictors: (Constant), peer acceptance raw, Father Attachment Score, Present conflict

ANOVA[d]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135.694	1	135.694	48.159	.000[a]
	Residual	250.767	89	2.818		
	Total	386.462	90			
2	Regression	161.777	2	80.889	31.681	.000[b]
	Residual	224.684	88	2.553		
	Total	386.462	90			
3	Regression	173.681	3	57.894	23.671	.000[c]
	Residual	212.781	87	2.446		
	Total	386.462	90			

a. Predictors: (Constant), peer acceptance raw

b. Predictors: (Constant), peer acceptance raw, Father Attachment Score

c. Predictors: (Constant), peer acceptance raw, Father Attachment Score, Present conflict

d. Dependent Variable: social concerns/concentration

Correlations

		social concerns/concentration	Parental Divorce/Separation Status	peer acceptance raw	Past conflict	Present conflict	Mother Attachment Score
Pearson Correlation	social concerns/concentration	1.000	.246	-.593	.149	.223	-.341
	Parental Divorce/Separation Status	.246	1.000	-.022	.839	.246	-.236
	peer acceptance raw	-.593	-.022	1.000	.102	.010	.272
	Past conflict	.149	.839	.102	1.000	.363	-.296
	Present conflict	.223	.246	.010	.363	1.000	-.544
	Mother Attachment Score	-.341	-.236	.272	-.296	-.544	1.000
	Father Attachment Score	-.370	-.317	.195	-.211	-.217	.338
	Peer (Friend) Attachment Score	-.283	-.075	.496	.016	.024	.281
Sig. (1-tailed)	social concerns/concentration	.	.009	.000	.080	.017	.000
	Parental Divorce/Separation Status	.009	.	.418	.000	.009	.012
	peer acceptance raw	.000	.418	.	.169	.464	.005
	Past conflict	.080	.000	.169	.	.000	.002
	Present conflict	.017	.009	.464	.000	.	.000
	Mother Attachment Score	.000	.012	.005	.002	.000	.
	Father Attachment Score	.000	.001	.032	.022	.020	.001
	Peer (Friend) Attachment Score	.003	.239	.000	.441	.412	.004
N	social concerns/concentration	91	91	91	91	91	91
	Parental Divorce/Separation Status	91	91	91	91	91	91
	peer acceptance raw	91	91	91	91	91	91
	Past conflict	91	91	91	91	91	91
	Present conflict	91	91	91	91	91	91
	Mother Attachment Score	91	91	91	91	91	91
	Father Attachment Score	91	91	91	91	91	91
	Peer (Friend) Attachment Score	91	91	91	91	91	91

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	peer acceptance raw	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Father Attachment Score	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	Present conflict	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: social concerns/concentration

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	peer acceptance raw	-.593	-.593	-.593
2	(Constant)			
	peer acceptance raw	-.593	-.571	-.531
	Father Attachment Score	-.370	-.323	-.260
3	(Constant)			
	peer acceptance raw	-.593	-.568	-.539
	Father Attachment Score	-.370	-.277	-.214
	Present conflict	.223	.230	.178

a. Dependent Variable: social concerns/concentration

Coefficient Correlations[a]

Model			peer acceptance raw	Father Attachment Score	Present conflict
1	Correlations	peer acceptance raw	1.000		
	Covariances	peer acceptance raw	1.728E-04		
2	Correlations	peer acceptance raw	1.000	-.195	
		Father Attachment Score	-.195	1.000	
	Covariances	peer acceptance raw	1.627E-04	-3.185E-04	
		Father Attachment Score	-3.185E-04	1.621E-02	
3	Correlations	peer acceptance raw	1.000	-.202	-.054
		Father Attachment Score	-.202	1.000	.223
		Present conflict	-.054	.223	1.000
	Covariances	peer acceptance raw	1.563E-04	-3.224E-04	-1.570E-04
		Father Attachment Score	-3.224E-04	1.634E-02	6.618E-03
		Present conflict	-1.570E-04	6.618E-03	5.407E-02

a. Dependent Variable: social concerns/concentration

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	9.498	.963		9.857	.000	7.582	11.410
	peer acceptance raw	-9.122E-02	.013	-.593	-6.940	.000	-.117	-.065
2	(Constant)	10.773	1.000		10.770	.000	8.785	12.760
	peer acceptance raw	-8.327E-02	.013	-.541	-6.528	.000	-.109	-.058
	Father Attachment Score	-.407	.127	-.265	-3.196	.002	-.660	-.154
3	(Constant)	9.400	1.150		8.103	.000	7.094	11.705
	peer acceptance raw	-8.476E-02	.013	-.551	-6.779	.000	-.110	-.060
	Father Attachment Score	-.344	.128	-.224	-2.692	.009	-.598	-.090
	Present conflict	.513	.233	.180	2.206	.030	.051	.975

Excluded Variables[d]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Parental Divorce/Separation Status	.236[a]	2.669	.005	.252	1.000
	Past conflict	.211[a]	2.534	.013	.241	.990
	Present conflict	.229[a]	2.761	.007	.254	1.000
	Mother Attachment Score	-.195[a]	-2.241	.028	-.232	.926
	Father Attachment Score	-.265[a]	-3.196	.002	-.323	.962
	Peer (Friend) Attachment Score	.015[a]	.152	.879	.016	.754
2	Parental Divorce/Separation Status	.170[b]	2.018	.047	.211	.898
	Past conflict	.158[b]	1.911	.059	.201	.934
	Present conflict	.180[b]	2.206	.030	.230	.950
	Mother Attachment Score	-.124[b]	-1.413	.161	-.150	.842
	Peer (Friend) Attachment Score	-.017[b]	-.176	.861	-.019	.746
3	Parental Divorce/Separation Status	.140[c]	1.653	.102	.175	.888
	Past conflict	.111[c]	1.274	.206	.136	.834
	Mother Attachment Score	-.030[c]	-.291	.772	-.031	.597
	Peer (Friend) Attachment Score	-.016[c]	-.175	.861	-.019	.746

a. Predictors in the Model: (Constant), peer acceptance raw

b. Predictors in the Model: (Constant), peer acceptance raw, Father Attachment Score

c. Predictors in the Model: (Constant), peer acceptance raw, Father Attachment Score, Present conflict

d. Dependent Variable: social concerns/concentration

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Days spent with Fa as a proportion of Days spent with Mo and Fa[a]	.	Enter
2	peer acceptance raw, Father Attachment Score	.	Enter

a. All requested variables entered.

b. Dependent Variable: RCMAS anxiety raw score

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.171[a]	.029	.018	6.50939	.029	2.676	1	89	.105
2	.548[b]	.301	.277	5.58730	.272	16.900	2	87	.000

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and *Fa*, peer acceptance raw, Father Attachment Score

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.171	-.171	-.171
2	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.171	-.089	-.074
	peer acceptance raw	-.458	-.428	-.398
	Father Attachment Score	-.376	-.289	-.252

a. Dependent Variable: RCMAS anxiety raw score

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	peer acceptance raw	-.456[a]	-4.900	.000	-.463	1.000
	Father Attachment Score	-.358[a]	-3.438	.001	-.344	.895

a. Predictors in the Model: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Dependent Variable: RCMAS anxiety raw score

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
RCMAS anxiety raw score	11.1648	6.56973	91
Days spent with Fa as a proportion of Days spent with Mo and Fa	.6656	.43695	91
peer acceptance raw	72.0549	13.46135	91
Father Attachment Score	4.5442	1.34664	91

Correlations

		RCMAS anxiety raw score	Days spent with Fa as a proportion of Days spent with Mo and Fa	peer acceptance raw	Father Attachment Score
Pearson Correlation	RCMAS anxiety raw score	1.000	-.171	-.458	-.376
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.171	1.000	.011	.322
	peer acceptance raw	-.458	.011	1.000	.195
	Father Attachment Score	-.376	.322	.195	1.000
Sig. (1-tailed)	RCMAS anxiety raw score	.	.053	.000	.000
	Days spent with Fa as a proportion of Days spent with Mo and Fa	.053	.	.458	.001
	peer acceptance raw	.000	.458	.	.032
	Father Attachment Score	.000	.001	.032	.
N	RCMAS anxiety raw score	91	91	91	91
	Days spent with Fa as a proportion of Days spent with Mo and Fa	91	91	91	91
	peer acceptance raw	91	91	91	91
	Father Attachment Score	91	91	91	91

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	113.404	1	113.404	2.676	.105[a]
	Residual	3771.123	89	42.372		
	Total	3884.527	90			
2	Regression	1168.564	3	389.521	12.477	.000[b]
	Residual	2715.963	87	31.218		
	Total	3884.527	90			

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa, peer acceptance raw, Father Attachment Score

c. Dependent Variable: RCMAS anxiety raw score

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	12.875	1.248		10.314	.000	10.395	15.355
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-2.569	1.570	-.171	-1.636	.105	-5.689	.551
2	(Constant)	32.185	3.524		9.134	.000	25.181	39.189
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-1.183	1.426	-.079	-.829	.409	-4.017	1.652
	peer acceptance raw	-.197	.045	-.404	-4.415	.000	-.286	-.108
	Father Attachment Score	-1.325	.471	-.272	-2.812	.006	-2.261	-.388

Correlations

		physiological anxiety	Days spent with Fa as a proportion of Days spent with Mo and Fa	Father Attachment Score
Pearson Correlation	physiological anxiety	1.000	-.042	-.268
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.042	1.000	.322
	Father Attachment Score	-.268	.322	1.000
Sig. (1-tailed)	physiological anxiety	.	.346	.005
	Days spent with Fa as a proportion of Days spent with Mo and Fa	.346	.	.001
	Father Attachment Score	.005	.001	.
N	physiological anxiety	91	91	91
	Days spent with Fa as a proportion of Days spent with Mo and Fa	91	91	91
	Father Attachment Score	91	91	91

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Days spent with Fa as a proportion of Days spent with Mo and Fa[a]	.	Enter
2	Father Attachment Score	.	Enter

a. All requested variables entered.

b. Dependent Variable: physiological anxiety

Coefficients[a]

Model		Correlations Zero-order	Partial	Part
1	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.042	-.042	-.042
2	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.042	.049	.047
	Father Attachment Score	-.268	-.270	-.269

a. Dependent Variable: physiological anxiety

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Father Attachment Score	-.284[a]	-2.626	.010	-.270	.896

a. Predictors in the Model: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Dependent Variable: physiological anxiety

Coefficient Correlations[a]

Model			Days spent with Fa as a proportion of Days spent with Mo and Fa	peer acceptance raw	Father Attachment Score
1	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000		
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	2.468		
2	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000	.056	-.326
		peer acceptance raw	.056	1.000	-.202
		Father Attachment Score	-.326	-.202	1.000
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	2.034	3.539E-03	-.219
		peer acceptance raw	3.539E-03	1.995E-03	-4.251E-03
		Father Attachment Score	-.219	-4.251E-03	.222

a. Dependent Variable: RCMAS anxiety raw score

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
physiological anxiety	3.4615	2.48689	91
Days spent with Fa as a proportion of Days spent with Mo and Fa	.6656	.43695	91
Father Attachment Score	4.5442	1.34884	91

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.042[a]	.002	-.009	2.49852	.002	.157	1	89	.693
2	.273[b]	.074	.053	2.41977	.073	6.894	1	88	.010

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa, Father Attachment Score

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.981	1	.981	.157	.693[a]
	Residual	555.635	89	6.243		
	Total	556.615	90			
2	Regression	41.350	2	20.675	3.531	.033[b]
	Residual	515.266	88	5.855		
	Total	556.615	90			

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa, Father Attachment Score

c. Dependent Variable: physiological anxiety

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95% Confidence Interval for B Lower Bound	Upper Bound
1	(Constant)	3.621	.479		7.557	.000	2.669	4.573
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.239	.603	-.042	-.396	.693	-1.437	.959
2	(Constant)	5.657	.904		6.259	.000	3.861	7.453
	Days spent with Fa as a proportion of Days spent with Mo and Fa	.283	.617	.050	.459	.647	-.942	1.509
	Father Attachment Score	-.525	.200	-.284	-2.626	.010	-.922	-.128

Correlations

		worry/oversensitivity	Days spent with Fa as a proportion of Days spent with Mo and Fa	peer acceptance raw	Father Attachment Score
Pearson Correlation	worry/oversensitivity	1.000	-.147	-.369	-.319
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.147	1.000	.011	.322
	peer acceptance raw	-.369	.011	1.000	.195
	Father Attachment Score	-.319	.322	.195	1.000
Sig. (1-tailed)	worry/oversensitivity	.	.083	.000	.001
	Days spent with Fa as a proportion of Days spent with Mo and Fa	.083	.	.458	.001
	peer acceptance raw	.000	.458	.	.032
	Father Attachment Score	.001	.001	.032	.
N	worry/oversensitivity	91	91	91	91
	Days spent with Fa as a proportion of Days spent with Mo and Fa	91	91	91	91
	peer acceptance raw	91	91	91	91
	Father Attachment Score	91	91	91	91

Coefficient Correlations[a]

Model			Days spent with Fa as a proportion of Days spent with Mo and Fa	Father Attachment Score
1	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000	
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	.383	
2	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000	-.322
		Father Attachment Score	-.322	1.000
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	.380	-3.972E-02
		Father Attachment Score	-3.972E-02	3.992E-02

a. Dependent Variable: physiological anxiety

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
worry/oversensitivity	4.7692	3.27304	91
Days spent with Fa as a proportion of Days spent with Mo and Fa	.6656	.43695	91
peer acceptance raw	72.0549	13.46135	91
Father Attachment Score	4.5442	1.34864	91

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.771	1	20.771	1.960	.165[a]
	Residual	943.383	89	10.600		
	Total	964.154	90			
2	Regression	196.377	3	65.459	7.417	.000[b]
	Residual	767.777	87	8.825		
	Total	964.154	90			

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa, peer acceptance raw, Father Attachment Score

c. Dependent Variable: worry/oversensitivity

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.501	.624		8.811	.000	4.261	6.742
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-1.099	.785	-.147	-1.400	.165	-2.660	.461
2	(Constant)	13.339	1.874		7.120	.000	9.616	17.063
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.505	.758	-.067	-.666	.507	-2.012	1.002
	peer acceptance raw	-7.832E-02	.024	-.322	-3.297	.001	-.126	-.031
	Father Attachment Score	-.570	.250	-.235	-2.276	.025	-1.068	-.072

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Days spent with Fa as a proportion of Days spent with Mo and Fa[a]	.	Enter
2	peer acceptance raw, Father Attachment Score	.	Enter

a. All requested variables entered.

b. Dependent Variable: worry/oversensitivity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.147[a]	.022	.011	3.25573	.022	1.960	1	89	.165
2	.451[b]	.204	.176	2.97069	.182	9.949	2	87	.000

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa, peer acceptance raw, Father Attachment Score

Coefficient Correlations[a]

Model			Days spent with Fa as a proportion of Days spent with Mo and Fa	peer acceptance raw	Father Attachment Score
1	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000		
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	.617		
2	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000	.056	-.326
		peer acceptance raw	.056	1.000	-.202
		Father Attachment Score	-.326	-.202	1.000
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	.575	1.001E-03	-6.200E-02
		peer acceptance raw	1.001E-03	5.642E-04	-1.202E-03
		Father Attachment Score	-6.200E-02	-1.202E-03	6.272E-02

a. Dependent Variable: worry/oversensitivity

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
social concerns/concentration	2.9231	2.07220	91
Days spent with Fa as a proportion of Days spent with Mo and Fa	.6856	.43695	91
peer acceptance raw	72.0549	13.48135	91
Father Attachment Score	4.5442	1.34864	91
Present conflict	2.3282	.72720	91

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.147	-.147	-.147
2	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.147	-.071	-.064
	peer acceptance raw	-.369	-.333	-.315
	Father Attachment Score	-.319	-.237	-.218

a. Dependent Variable: worry/oversensitivity

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	peer acceptance raw	-.367[a]	-3.748	.000	-.371	1.000
	Father Attachment Score	-.304[a]	-2.849	.005	-.291	.896

a. Predictors in the Model: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Dependent Variable: worry/oversensitivity

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Days spent with Fa as a proportion of Days spent with Mo and Fa[a]	.	Enter
2	peer acceptance raw, Present conflict, Father Attachment Score	.	Enter

a. All requested variables entered.

b. Dependent Variable: social concerns/concentration

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.264[a]	.069	.059	2.01011	.069	6.648	1	89	.012
2	.692[b]	.479	.455	1.63039	.409	22.514	3	86	.000

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa, peer acceptance raw, Present conflict, Father Attachment Score

Correlations

		social concerns/concentration	Days spent with Fa as a proportion of Days spent with Mo and Fa	peer acceptance raw	Father Attachment Score	Present conflict
Pearson Correlation	social concerns/concentration	1.000	-.264	-.593	-.370	.223
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.264	1.000	.011	.322	-.130
	peer acceptance raw	-.593	.011	1.000	.195	.010
	Father Attachment Score	-.370	.322	.195	1.000	-.217
	Present conflict	.223	-.130	.010	-.217	1.000
Sig. (1-tailed)	social concerns/concentration	.	.006	.000	.000	.017
	Days spent with Fa as a proportion of Days spent with Mo and Fa	.006	.	.458	.001	.109
	peer acceptance raw	.000	.458	.	.032	.464
	Father Attachment Score	.000	.001	.032	.	.020
	Present conflict	.017	.109	.464	.020	.
N	social concerns/concentration	91	91	91	91	91
	Days spent with Fa as a proportion of Days spent with Mo and Fa	91	91	91	91	91
	peer acceptance raw	91	91	91	91	91
	Father Attachment Score	91	91	91	91	91
	Present conflict	91	91	91	91	91

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.264	-.264	-.264
2	(Constant)			
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.264	-.231	-.171
	peer acceptance raw	-.593	-.604	-.547
	Father Attachment Score	-.370	-.205	-.151
	Present conflict	.223	.222	.164

a. Dependent Variable: social concerns/concentration

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	peer acceptance raw	-.590[a]	-7.245	.000	-.611	1.000
	Father Attachment Score	-.318[a]	-3.085	.003	-.312	.896
	Present conflict	.192[a]	1.891	.062	.198	.983

a. Predictors in the Model: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Dependent Variable: social concerns/concentration

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.852	1	26.852	6.646	.012[a]
	Residual	359.609	89	4.041		
	Total	386.462	90			
2	Regression	185.042	4	46.261	19.752	.000[b]
	Residual	201.419	86	2.342		
	Total	386.462	90			

a. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Days spent with Fa as a proportion of Days spent with Mo and Fa, peer acceptance raw, Present conflict, Father Attachment Score

c. Dependent Variable: social concerns/concentration

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.755	.385		9.742	.000	2.989	4.521
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-1.250	.485	-.264	-2.578	.012	-2.214	-.287
2	(Constant)	9.743	1.146		8.503	.000	7.465	12.021
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.862	.391	-.182	-2.203	.030	-1.640	-.084
	peer acceptance raw	-8.617E-02	.012	-.560	-7.033	.000	-.111	-.062
	Father Attachment Score	-.255	.131	-.166	-1.940	.056	-.516	.006
	Present conflict	.482	.228	.169	2.112	.038	.028	.935

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
RCMAS anxiety raw score	12.2857	6.51185	42
peer acceptance raw	71.7381	14.28416	42
Father Attachment Score	4.0855	1.39279	42
Age at First Parental Separation	6.4048	4.64389	42

Correlations

		RCMAS anxiety raw score	peer acceptance raw	Father Attachment Score	Age at First Parental Separation
Pearson Correlation	RCMAS anxiety raw score	1.000	-.371	-.310	-.217
	peer acceptance raw	-.371	1.000	.119	-.004
	Father Attachment Score	-.310	.119	1.000	.070
	Age at First Parental Separation	-.217	-.004	.070	1.000
Sig. (1-tailed)	RCMAS anxiety raw score	.	.008	.023	.084
	peer acceptance raw	.008	.	.226	.490
	Father Attachment Score	.023	.226	.	.329
	Age at First Parental Separation	.084	.490	.329	.
N	RCMAS anxiety raw score	42	42	42	42
	peer acceptance raw	42	42	42	42
	Father Attachment Score	42	42	42	42
	Age at First Parental Separation	42	42	42	42

Coefficient Correlations[a]

Model			Days spent with Fa as a proportion of Days spent with Mo and Fa	peer acceptance raw	Present conflict	Father Attachment Score
1	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000			
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	.235			
2	Correlations	Days spent with Fa as a proportion of Days spent with Mo and Fa	1.000	.052	.063	-.308
		peer acceptance raw	.052	1.000	-.051	-.208
		Present conflict	.063	-.051	1.000	.192
		Father Attachment Score	-.308	-.208	.192	1.000
	Covariances	Days spent with Fa as a proportion of Days spent with Mo and Fa	.153	2.504E-04	5.586E-03	-1.584E-02
		peer acceptance raw	2.504E-04	1.501E-04	-1.412E-04	-3.346E-04
		Present conflict	5.586E-03	-1.412E-04	5.199E-02	5.761E-03
		Father Attachment Score	-1.584E-02	-3.346E-04	5.761E-03	1.728E-02

a. Dependent Variable: social concerns/concentration

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Father Attachment Score, peer acceptance raw	.	Enter
2	Age at First Parental Separation[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: RCMAS anxiety raw score

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.458[a]	.210	.169	5.93615	.210	5.169	2	39	.010
2	.499[b]	.249	.190	5.86009	.040	2.019	1	38	.164

a. Predictors: (Constant), Father Attachment Score, peer acceptance raw

b. Predictors: (Constant), Father Attachment Score, peer acceptance raw, Age at First Parental Separation

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	364.295	2	182.148	5.169	.010[a]
	Residual	1374.276	39	35.238		
	Total	1738.571	41			
2	Regression	433.627	3	144.542	4.209	.012[b]
	Residual	1304.944	38	34.341		
	Total	1738.571	41			

a. Predictors: (Constant), Father Attachment Score, peer acceptance raw

b. Predictors: (Constant), Father Attachment Score, peer acceptance raw, Age at First Parental Separation

c. Dependent Variable: RCMAS anxiety raw score

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	peer acceptance raw	-.371	-.354	-.337
	Father Attachment Score	-.310	-.288	-.268
2	(Constant)			
	peer acceptance raw	-.371	-.364	-.339
	Father Attachment Score	-.310	-.280	-.253
	Age at First Parental Separation	-.217	-.225	-.200

a. Dependent Variable: RCMAS anxiety raw score

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Age at First Parental Separation	-.200[a]	-1.421	.164	-.225	.995

a. Predictors in the Model: (Constant), Father Attachment Score, peer acceptance raw

b. Dependent Variable: RCMAS anxiety raw score

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
RCMAS anxiety raw score	12.2857	6.51185	42
peer acceptance raw	71.7381	14.28416	42
Father Attachment Score	4.0855	1.39279	42
Age at First Parental Separation	6.4048	4.64369	42

Correlations

		RCMAS anxiety raw score	peer acceptance raw	Father Attachment Score	Age at First Parental Separation
Pearson Correlation	RCMAS anxiety raw score	1.000	-.371	-.310	-.217
	peer acceptance raw	-.371	1.000	.119	-.004
	Father Attachment Score	-.310	.119	1.000	.070
	Age at First Parental Separation	-.217	-.004	.070	1.000
Sig. (1-tailed)	RCMAS anxiety raw score	.	.008	.023	.084
	peer acceptance raw	.008	.	.228	.490
	Father Attachment Score	.023	.228	.	.329
	Age at First Parental Separation	.084	.490	.329	.
N	RCMAS anxiety raw score	42	42	42	42
	peer acceptance raw	42	42	42	42
	Father Attachment Score	42	42	42	42
	Age at First Parental Separation	42	42	42	42

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	28.541	5.227		5.460	.000	17.966	39.113
	peer acceptance raw	-.155	.065	-.339	-2.384	.023	-.287	-.022
	Father Attachment Score	-1.261	.670	-.270	-1.881	.067	-2.617	.095
2	(Constant)	30.146	5.282		5.707	.000	19.453	40.839
	peer acceptance raw	-.155	.065	-.342	-2.412	.021	-.287	-.025
	Father Attachment Score	-1.194	.664	-.255	-1.799	.080	-2.537	.150
	Age at First Parental Separation	-.281	.198	-.200	-1.421	.164	-.681	.119

Correlations

		physiological anxiety	Father Attachment Score	Age at First Parental Separation
Pearson Correlation	physiological anxiety	1.000	-.325	-.093
	Father Attachment Score	-.325	1.000	.070
	Age at First Parental Separation	-.093	.070	1.000
Sig. (1-tailed)	physiological anxiety	.	.018	.279
	Father Attachment Score	.018	.	.329
	Age at First Parental Separation	.279	.329	.
N	physiological anxiety	42	42	42
	Father Attachment Score	42	42	42
	Age at First Parental Separation	42	42	42

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Father Attachment Score	.	Enter
2	Age at First Parental Separation[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: physiological anxiety

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.325[a]	.105	.083	2.45700	.105	4.710	1	40	.036
2	.332[b]	.110	.065	2.48137	.005	.218	1	39	.643

a. Predictors: (Constant), Father Attachment Score

b. Predictors: (Constant), Father Attachment Score, Age at First Parental Separation

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	Father Attachment Score	-.325	-.325	-.325
2	(Constant)			
	Father Attachment Score	-.325	-.320	-.319
	Age at First Parental Separation	-.093	-.076	-.071

a. Dependent Variable: physiological anxiety

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Age at First Parental Separation	-.071[a]	-.467	.643	-.075	.995

a. Predictors in the Model: (Constant), Father Attachment Score

b. Dependent Variable: physiological anxiety

Coefficient Correlations[a]

Model			Father Attachment Score	Age at First Parental Separation
1	Correlations	Father Attachment Score	1.000	
	Covariances	Father Attachment Score	7.580E-02	
2	Correlations	Father Attachment Score	1.000	-.070
		Age at First Parental Separation	-.070	1.000
	Covariances	Father Attachment Score	7.780E-02	-1.643E-03
		Age at First Parental Separation	-1.643E-03	6.999E-03

a. Dependent Variable: physiological anxiety

Regression

Coefficient Correlations[a]

Model			Father Attachment Score	peer acceptance raw	Age at First Parental Separation
1	Correlations	Father Attachment Score	1.000	-.119	
		peer acceptance raw	-.119	1.000	
	Covariances	Father Attachment Score	.449	-5.243E-03	
		peer acceptance raw	-5.243E-03	4.285E-03	
2	Correlations	Father Attachment Score	1.000	-.120	-.071
		peer acceptance raw	-.120	1.000	.012
		Age at First Parental Separation	-.071	.012	1.000
	Covariances	Father Attachment Score	.440	-5.148E-03	-9.357E-03
		peer acceptance raw	-5.148E-03	4.177E-03	1.585E-04
		Age at First Parental Separation	-9.357E-03	1.585E-04	3.904E-02

a. Dependent Variable: RCMAS anxiety raw score

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
physiological anxiety	3.6190	2.56574	42
Father Attachment Score	4.0855	1.39279	42
Age at First Parental Separation	6.4048	4.64369	42

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.431	1	26.431	4.710	.036[b]
	Residual	241.474	40	6.037		
	Total	269.905	41			
2	Regression	29.773	2	14.887	2.418	.102[c]
	Residual	240.132	39	6.157		
	Total	269.905	41			

a. Predictors: (Constant), Father Attachment Score

b. Predictors: (Constant), Father Attachment Score, Age at First Parental Separation

c. Dependent Variable: physiological anxiety

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	6.062	1.188		5.104	.000	3.661	8.462
	Father Attachment Score	-.598	.276	-.325	-2.170	.036	-1.155	-.041
2	(Constant)	6.274	1.283		4.890	.000	3.679	8.870
	Father Attachment Score	-.589	.279	-.320	-2.111	.041	-1.153	-.025
	Age at First Parental Separation	-3.906E-02	.084	-.071	-.467	.643	-.208	.130

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Father Attachment Score, peer acceptance raw	.	Enter
2	Age at First Parental Separation[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: worry/oversensitivity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.387[a]	.150	.106	3.09172	.150	3.436	2	39	.042
2	.453[b]	.205	.142	3.02893	.055	2.634	1	38	.113

a. Predictors: (Constant), Father Attachment Score, peer acceptance raw

b. Predictors: (Constant), Father Attachment Score, peer acceptance raw, Age at First Parental Separation

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.685	2	32.843	3.436	.042[a]
	Residual	372.791	39	9.559		
	Total	438.476	41			
2	Regression	89.849	3	29.950	3.264	.032[b]
	Residual	348.627	38	9.174		
	Total	438.476	41			

a. Predictors: (Constant), Father Attachment Score, peer acceptance raw

b. Predictors: (Constant), Father Attachment Score, peer acceptance raw, Age at First Parental Separation

c. Dependent Variable: worry/oversensitivity

Descriptive Statistics

	Mean	Std. Deviation	N
worry/oversensitivity	5.1905	3.27025	42
peer acceptance raw	71.7381	14.26416	42
Father Attachment Score	4.0855	1.39279	42
Age at First Parental Separation	6.4048	4.64369	42

Correlations

		worry/oversensitivity	peer acceptance raw	Father Attachment Score	Age at First Parental Separation
Pearson Correlation	worry/oversensitivity	1.000	-.312	-.265	-.249
	peer acceptance raw	-.312	1.000	.119	-.004
	Father Attachment Score	-.265	.119	1.000	.070
	Age at First Parental Separation	-.249	-.004	.070	1.000
Sig. (1-tailed)	worry/oversensitivity	.	.022	.045	.056
	peer acceptance raw	.022	.	.226	.490
	Father Attachment Score	.045	.226	.	.329
	Age at First Parental Separation	.056	.490	.329	.
N	worry/oversensitivity	42	42	42	42
	peer acceptance raw	42	42	42	42
	Father Attachment Score	42	42	42	42
	Age at First Parental Separation	42	42	42	42

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	peer acceptance raw	-.312	-.292	-.282
	Father Attachment Score	-.265	-.242	-.230
2	(Constant)			
	peer acceptance raw	-.312	-.304	-.285
	Father Attachment Score	-.265	-.232	-.212
	Age at First Parental Separation	-.249	-.255	-.235

a. Dependent Variable: worry/oversensitivity

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Age at First Parental Separation	-.235[a]	-1.623	.113	-.255	.995

a. Predictors in the Model: (Constant), Father Attachment Score, peer acceptance raw

b. Dependent Variable: worry/oversensitivity

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	12.079	2.722		4.437	.000	6.573	17.586
	peer acceptance raw	-6.510E-02	.034	-.284	-1.909	.064	-.134	.004
	Father Attachment Score	-.543	.349	-.231	-1.555	.128	-1.249	.163
2	(Constant)	13.027	2.730		4.771	.000	7.500	18.554
	peer acceptance raw	-6.577E-02	.033	-.287	-1.969	.056	-.133	.002
	Father Attachment Score	-.503	.343	-.214	-1.468	.150	-1.198	.191
	Age at First Parental Separation	-.186	.102	-.235	-1.623	.113	-.372	.041

Correlations

		social concerns/concentration	peer acceptance raw	Days spent with Fa as a proportion of Days spent with Mo and Fa	Present conflict	Age at First Parental Separation
Pearson Correlation	social concerns/concentration	1.000	-.510	-.159	-.066	-.181
	peer acceptance raw	-.510	1.000	-.018	.170	-.004
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.159	-.018	1.000	.176	.185
	Present conflict	-.066	.170	.176	1.000	.488
	Age at First Parental Separation	-.181	-.004	.185	.488	1.000
Sig. (1-tailed)	social concerns/concentration	.	.000	.157	.339	.126
	peer acceptance raw	.000	.	.456	.141	.490
	Days spent with Fa as a proportion of Days spent with Mo and Fa	.157	.456	.	.133	.121
	Present conflict	.339	.141	.133	.	.001
	Age at First Parental Separation	.126	.490	.121	.001	.
N	social concerns/concentration	42	42	42	42	42
	peer acceptance raw	42	42	42	42	42
	Days spent with Fa as a proportion of Days spent with Mo and Fa	42	42	42	42	42
	Present conflict	42	42	42	42	42
	Age at First Parental Separation	42	42	42	42	42

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.676	3	15.559	5.195	.004[a]
	Residual	113.800	38	2.995		
	Total	160.476	41			
2	Regression	53.358	4	13.339	4.608	.004[b]
	Residual	107.119	37	2.895		
	Total	160.476	41			

a. Predictors: (Constant), Present conflict, peer acceptance raw, Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Present conflict, peer acceptance raw, Days spent with Fa as a proportion of Days spent with Mo and Fa, Age at First Parental Separation

c. Dependent Variable: social concerns/concentration

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	8.511	1.518		5.674	.000	5.539	11.683
	peer acceptance raw	-7.241E-02	.019	-.522	-3.761	.001	-.111	-.033
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.978	.764	-.178	-1.281	.208	-2.624	.568
	Present conflict	.130	.340	.054	.384	.703	-.557	.818
2	(Constant)	8.725	1.494		5.840	.000	5.698	11.752
	peer acceptance raw	-7.517E-02	.019	-.542	-3.953	.000	-.114	-.037
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.850	.756	-.155	-1.126	.268	-2.381	.680
	Present conflict	.406	.380	.168	1.068	.293	-.364	1.175
	Age at First Parental Separation	-.101	.066	-.236	-1.519	.137	-.235	.034

Coefficient Correlations[a]

Model			Father Attachment Score	peer acceptance raw	Age at First Parental Separation
1	Correlations	Father Attachment Score	1.000	-.119	
		peer acceptance raw	-.119	1.000	
	Covariances	Father Attachment Score	.122	-1.422E-03	
		peer acceptance raw	-1.422E-03	1.182E-03	
2	Correlations	Father Attachment Score	1.000	-.120	-.071
		peer acceptance raw	-.120	1.000	.012
		Age at First Parental Separation	-.071	.012	1.000
	Covariances	Father Attachment Score	.118	-1.375E-03	-2.500E-03
		peer acceptance raw	-1.375E-03	1.116E-03	4.235E-05
		Age at First Parental Separation	-2.500E-03	4.235E-05	1.043E-02

a. Dependent Variable: worry/oversensitivity

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
social concerns/concentration	3.4762	1.97840	42
peer acceptance raw	71.7381	14.28416	42
Days spent with Fa as a proportion of Days spent with Mo and Fa	.2755	.35995	42
Present conflict	2.5217	.82106	42
Age at First Parental Separation	6.4048	4.64369	42

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Present conflict, peer acceptance raw, Days spent with Fa as a proportion of Days spent with Mo and Fa[a]	.	Enter
2	Age at First Parental Separation[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: social concerns/concentration

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.539[a]	.291	.235	1.73053	.291	5.195	3	38	.004
2	.577[b]	.332	.260	1.70150	.042	2.308	1	37	.137

a. Predictors: (Constant), Present conflict, peer acceptance raw, Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Predictors: (Constant), Present conflict, peer acceptance raw, Days spent with Fa as a proportion of Days spent with Mo and Fa, Age at First Parental Separation

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Coefficient Correlations[a]

Model			Present conflict	peer acceptance raw	Days spent with Fa as a proportion of Days spent with Mo and Fa	Age at First Parental Separation
1	Correlations	Present conflict	1.000	-.176	-.182	
		peer acceptance raw	-.176	1.000	.049	
		Days spent with Fa as a proportion of Days spent with Mo and Fa	-.182	.049	1.000	
	Covariances	Present conflict	.115	-1.151E-03	-4.709E-02	
		peer acceptance raw	-1.151E-03	3.706E-04	7.191E-04	
		Days spent with Fa as a proportion of Days spent with Mo and Fa	-4.709E-02	7.191E-04	.583	
2	Correlations	Present conflict	1.000	-.200	-.108	-.477
		peer acceptance raw	-.200	1.000	.038	.096
		Days spent with Fa as a proportion of Days spent with Mo and Fa	-.108	.038	1.000	-.111
		Age at First Parental Separation	-.477	.096	-.111	1.000
	Covariances	Present conflict	.144	-1.442E-03	-3.033E-02	-1.200E-02
		peer acceptance raw	-1.442E-03	3.616E-04	5.425E-04	1.206E-04
		Days spent with Fa as a proportion of Days spent with Mo and Fa	-3.033E-02	5.425E-04	.571	-5.556E-03
		Age at First Parental Separation	-1.200E-02	1.206E-04	-5.556E-03	4.388E-03

a. Dependent Variable: social concerns/concentration

Coefficients[a]

Model		Correlations		
		Zero-order	Partial	Part
1	(Constant)			
	peer acceptance raw	-.510	-.521	-.514
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.159	-.203	-.175
	Present conflict	-.066	.062	.052
2	(Constant)			
	peer acceptance raw	-.510	-.545	-.531
	Days spent with Fa as a proportion of Days spent with Mo and Fa	-.159	-.182	-.151
	Present conflict	-.066	.173	.143
	Age at First Parental Separation	-.161	-.242	-.204

a. Dependent Variable: social concerns/concentration

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Age at First Parental Separation	-.236[a]	-1.519	.137	-.242	.746

a. Predictors in the Model: (Constant), Present conflict, peer acceptance raw, Days spent with Fa as a proportion of Days spent with Mo and Fa

b. Dependent Variable: social concerns/concentration

Appendix I: Statistical Procedures Used in Between-Groups Effects for Attachment and Between-Groups Effects for Anxiety

Descriptive Statistics

	Gender	Parental	Mean	Std. Deviation	N
Peer (Friend) Attachment Score	Total	Together	5.1910	1.10674	49
		Separated/Divorced	5.0248	1.10781	42
		Total	5.1143	1.10422	91
Mother Trust Attachment Score	Male	Together	5.6259	.94689	27
		Separated/Divorced	5.2176	1.26255	17
		Total	5.4682	1.08430	44
	Female	Together	5.5227	1.36867	22
		Separated/Divorced	5.1000	1.39792	25
		Total	5.2979	1.38572	47
	Total	Together	5.5796	1.14364	49
		Separated/Divorced	5.1476	1.33018	42
		Total	5.3802	1.24519	91
Mother Communication Attachment Score	Male	Together	4.7444	.95488	27
		Separated/Divorced	3.9515	1.31632	17
		Total	4.4381	1.16129	44
	Female	Together	4.7455	1.36851	22
		Separated/Divorced	4.2880	1.15826	25
		Total	4.5021	1.26820	47
	Total	Together	4.7449	1.14493	49
		Separated/Divorced	4.1518	1.21931	42
		Total	4.4712	1.21029	91
Mother Alienation subscale Score	Male	Together	3.0741	1.16606	27
		Separated/Divorced	3.5588	1.27331	17
		Total	3.2614	1.21765	44
	Female	Together	3.1534	1.62700	22
		Separated/Divorced	3.8550	1.16965	25
		Total	3.5266	1.37957	47
	Total	Together	3.1097	1.32598	49
		Separated/Divorced	3.7351	1.20631	42
		Total	3.3984	1.30343	91
Father Trust Attachment Score	Male	Together	5.6481	.85726	27
		Separated/Divorced	4.7118	1.74960	17
		Total	5.4091	1.37719	44
	Female	Together	5.3727	1.34878	22
		Separated/Divorced	4.5480	1.64345	25
		Total	4.9340	1.55330	47

Descriptive Statistics

	Gender	Parental	Mean	Std. Deviation	N
Peer Communication Attachment Score	Total	Together	5.0408	1.40807	49
		Separated/Divorced	4.7756	1.65551	42
		Total	4.9190	1.47554	91
Peer Alienation subscale Score	Male	Together	3.4162	1.08836	27
		Separated/Divorced	3.3669	.88059	17
		Total	3.3972	1.00267	44
	Female	Together	3.0041	1.17234	22
		Separated/Divorced	3.3486	1.11405	25
		Total	3.1873	1.14244	47
	Total	Together	3.2312	1.13394	49
		Separated/Divorced	3.3560	1.01450	42
		Total	3.2888	1.07636	91

Box's Test of Equality of Covariance Matrices[a]

Box's M	556.830
F	1.749
df1	234
df2	12882.841
Sig.	.000

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept+GENDER+PARENTAL+GENDER * PARENTAL

General Linear Model

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	44
	2.00	Female	47
Parental Divorce/Separation Status	1.00	Together	49
	2.00	Separated/Divorced	42

Descriptive Statistics

	Gender	Parental	Mean	Std. Deviation	N
Mother Attachment Score	Male	Together	5.1130	.92695	27
		Separated/Divorced	4.5218	1.05536	17
		Total	4.8845	1.00934	44
	Female	Together	5.0577	1.34720	22
		Separated/Divorced	4.5620	1.19545	25
		Total	4.7940	1.27934	47
	Total	Together	5.0882	1.12260	49
		Separated/Divorced	4.5457	1.12765	42
		Total	4.8378	1.15124	91
Father Attachment Score	Male	Together	5.1626	.97200	27
		Separated/Divorced	4.2382	1.31543	17
		Total	4.8055	1.19265	44
	Female	Together	4.6609	1.38245	22
		Separated/Divorced	3.9816	1.46034	25
		Total	4.2996	1.45001	47
	Total	Together	4.9373	1.16805	49
		Separated/Divorced	4.0855	1.39279	42
		Total	4.5442	1.34864	91
Peer (Friend) Attachment Score	Male	Together	4.8356	1.17258	27
		Separated/Divorced	4.4235	1.06189	17
		Total	4.6764	1.13871	44
	Female	Together	5.6273	.85767	22
		Separated/Divorced	5.4336	.95636	25
		Total	5.5243	.90695	47

Descriptive Statistics

	Gender	Parental	Mean	Std. Deviation	N
Father Trust Attachment Score	Total	Together	5.6347	1.11851	49
		Separated/Divorced	4.6143	1.66800	42
		Total	5.1637	1.48200	91
Father Communication Attachment Score	Male	Together	4.6333	1.18905	27
		Separated/Divorced	3.7529	1.49420	17
		Total	4.2932	1.35882	44
	Female	Together	4.0045	1.59478	22
		Separated/Divorced	3.6320	1.53859	25
		Total	3.8064	1.55932	47
	Total	Together	4.3510	1.40655	49
		Separated/Divorced	3.6810	1.50353	42
		Total	4.0418	1.48250	91
Father Alienation subscale Score	Male	Together	2.9789	1.12502	27
		Separated/Divorced	3.7941	1.42723	17
		Total	3.2926	1.29818	44
	Female	Together	3.3864	1.52016	22
		Separated/Divorced	4.2600	1.41923	25
		Total	3.8511	1.51658	47
	Total	Together	3.1607	1.31869	49
		Separated/Divorced	4.0714	1.42392	42
		Total	3.5810	1.43510	91
Peer Trust Attachment Score	Male	Together	5.4407	1.12190	27
		Separated/Divorced	4.7882	1.42168	17
		Total	5.1886	1.27137	44
	Female	Together	5.9000	.97980	22
		Separated/Divorced	5.6680	.93823	25
		Total	5.8835	.94751	47
	Total	Together	5.6469	1.07473	49
		Separated/Divorced	5.4315	1.26186	42
		Total	5.5475	1.16321	91
Peer Communication Attachment Score	Male	Together	4.3704	1.44884	27
		Separated/Divorced	3.7426	1.51714	17
		Total	4.1278	1.49040	44
	Female	Together	5.8636	.80355	22
		Separated/Divorced	5.4800	1.15170	25
		Total	5.6596	1.01205	47

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
Mother Attachment Score	1.337	3	87	.268
Father Attachment Score	2.044	3	87	.114
Peer (Friend) Attachment Score	.934	3	87	.428
Mother Trust Attachment Score	.685	3	87	.564
Mother Communication Attachment Score	1.335	3	87	.268
Mother Alienation subscale Score	1.204	3	87	.313
Father Trust Attachment Score	4.306	3	87	.007
Father Communication Attachment Score	.564	3	87	.640
Father Alienation subscale Score	1.747	3	87	.163
Peer Trust Attachment Score	.830	3	87	.481
Peer Communication Attachment Score	2.899	3	87	.040
Peer Alienation subscale Score	.433	3	87	.730

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+GENDER+PARENTAL+GENDER * PARENTAL

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Mother Attachment Score	6.708[a]	3	2.236	1.728	.167
	Father Attachment Score	20.129[b]	3	6.710	4.066	.009
	Peer (Friend) Attachment Score	18.548[c]	3	6.183	5.899	.001
	Mother Trust Attachment Score	4.469[d]	3	1.496	.964	.414
	Mother Communication Attachment Score	9.102[e]	3	3.034	2.151	.100

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER	Mother Attachment Score	1.241E-03	1	1.241E-03	.001	.975
	Father Attachment Score	3.172	1	3.172	1.922	.169
	Peer (Friend) Attachment Score	17.905	1	17.905	17.083	.000
	Mother Trust Attachment Score	.269	1	.269	.173	.678
	Mother Communication Attachment Score	.628	1	.628	.445	.506
	Mother Alienation subscale Score	.778	1	.778	.473	.494
	Father Trust Attachment Score	2.253	1	2.253	1.146	.287
	Father Communication Attachment Score	3.100	1	3.100	1.476	.228
	Father Alienation subscale Score	4.226	1	4.226	2.265	.136
	Peer Trust Attachment Score	13.080	1	13.080	10.701	.002
	Peer Communication Attachment Score	57.562	1	57.562	36.608	.000
	Peer Alienation subscale Score	1.022	1	1.022	.873	.353

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	1.000	32581.544[a]	12.000	76.000	.000
	Wilks' Lambda	.000	32581.544[a]	12.000	76.000	.000
	Hotelling's Trace	5144.454	32581.544[a]	12.000	76.000	.000
	Roy's Largest Root	5144.454	32581.544[a]	12.000	76.000	.000
GENDER	Pillai's Trace	.372	3.745[a]	12.000	76.000	.000
	Wilks' Lambda	.628	3.745[a]	12.000	76.000	.000
	Hotelling's Trace	.591	3.745[a]	12.000	76.000	.000
	Roy's Largest Root	.591	3.745[a]	12.000	76.000	.000
PARENTAL	Pillai's Trace	.326	3.056[a]	12.000	76.000	.001
	Wilks' Lambda	.674	3.056[a]	12.000	76.000	.001
	Hotelling's Trace	.483	3.056[a]	12.000	76.000	.001
	Roy's Largest Root	.483	3.056[a]	12.000	76.000	.001
GENDER * PARENTAL	Pillai's Trace	.189	1.477[a]	12.000	76.000	.152
	Wilks' Lambda	.811	1.477[a]	12.000	76.000	.152
	Hotelling's Trace	.233	1.477[a]	12.000	76.000	.152
	Roy's Largest Root	.233	1.477[a]	12.000	76.000	.152

a. Exact statistic

b. Design: Intercept+GENDER+PARENTAL+GENDER * PARENTAL

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Mother Alienation subscale Score	9.810[f]	3	3.270	1.988	.122
	Father Trust Attachment Score	26.559[g]	3	8.853	4.501	.006
	Father Communication Attachment Score	15.095[h]	3	5.032	2.396	.074
	Father Alienation subscale Score	22.986[i]	3	7.662	4.106	.009
	Peer Trust Attachment Score	15.426[j]	3	5.142	4.206	.008
	Peer Communication Attachment Score	59.151[k]	3	19.717	12.539	.000
	Peer Alienation subscale Score	2.415[l]	3	.805	.688	.562
Intercept	Mother Attachment Score	2044.695	1	2044.695	1580.205	.000
	Father Attachment Score	1795.559	1	1795.559	1088.091	.000
	Peer (Friend) Attachment Score	2277.255	1	2277.255	2172.851	.000
	Mother Trust Attachment Score	2541.443	1	2541.443	1637.150	.000
	Mother Communication Attachment Score	1733.615	1	1733.615	1228.906	.000
	Mother Alienation subscale Score	1026.309	1	1026.309	623.990	.000
	Father Trust Attachment Score	2313.412	1	2313.412	1176.235	.000
	Father Communication Attachment Score	1415.937	1	1415.937	674.232	.000
	Father Alienation subscale Score	1146.399	1	1146.399	614.260	.000
	Peer Trust Attachment Score	2668.895	1	2668.895	2183.311	.000
	Peer Communication Attachment Score	2087.864	1	2087.864	1327.828	.000
	Peer Alienation subscale Score	951.654	1	951.654	812.873	.000

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER * PARENTAL	Mother Attachment Score	5.027E-02	1	5.027E-02	.039	.844
	Father Attachment Score	.331	1	.331	.201	.655
	Peer (Friend) Attachment Score	.263	1	.263	.251	.618
	Mother Trust Attachment Score	1.151E-03	1	1.151E-03	.001	.978
	Mother Communication Attachment Score	.621	1	.621	.440	.509
	Mother Alienation subscale Score	.259	1	.259	.158	.692
	Father Trust Attachment Score	.536	1	.536	.272	.603
	Father Communication Attachment Score	1.422	1	1.422	.677	.413
	Father Alienation subscale Score	1.753E-02	1	1.753E-02	.009	.923
	Peer Trust Attachment Score	2.130	1	2.130	1.743	.190
	Peer Communication Attachment Score	.329	1	.329	.209	.649
	Peer Alienation subscale Score	.855	1	.855	.731	.395

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
PARENTAL	Mother Attachment Score	6.516	1	6.516	5.036	.027
	Father Attachment Score	14.184	1	14.184	8.595	.004
	Peer (Friend) Attachment Score	2.023	1	2.023	1.930	.168
	Mother Trust Attachment Score	3.809	1	3.809	2.453	.121
	Mother Communication Attachment Score	8.624	1	8.624	6.113	.015
	Mother Alienation subscale Score	7.782	1	7.782	4.719	.033
	Father Trust Attachment Score	21.211	1	21.211	10.785	.001
	Father Communication Attachment Score	8.658	1	8.658	4.123	.045
	Father Alienation subscale Score	15.769	1	15.769	8.449	.005
	Peer Trust Attachment Score	2.577	1	2.577	2.108	.150
	Peer Communication Attachment Score	5.641	1	5.641	3.588	.062
	Peer Alienation subscale Score	.481	1	.481	.411	.523

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Total	Mother Attachment Score	2249.075	91			
	Father Attachment Score	2042.803	91			
	Peer (Friend) Attachment Score	2489.925	91			
	Mother Trust Attachment Score	2773.700	91			
	Mother Communication Attachment Score	1951.033	91			
	Mother Alienation subscale Score	1203.844	91			
	Father Trust Attachment Score	2624.110	91			
	Father Communication Attachment Score	1684.360	91			
	Father Alienation subscale Score	1352.328	91			
	Peer Trust Attachment Score	2922.306	91			
	Peer Communication Attachment Score	2397.797	91			
	Peer Alienation subscale Score	1088.537	91			

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Error	Mother Attachment Score	112.573	87	1.294		
	Father Attachment Score	143.587	87	1.650		
	Peer (Friend) Attachment Score	91.189	87	1.048		
	Mother Trust Attachment Score	135.055	87	1.552		
	Mother Communication Attachment Score	122.731	87	1.411		
	Mother Alienation subscale Score	143.093	87	1.645		
	Father Trust Attachment Score	171.111	87	1.967		
	Father Communication Attachment Score	182.706	87	2.100		
	Father Alienation subscale Score	162.369	87	1.866		
	Peer Trust Attachment Score	106.349	87	1.222		
	Peer Communication Attachment Score	136.798	87	1.572		
	Peer Alienation subscale Score	101.853	87	1.171		

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1. Grand Mean

Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Mother Attachment Score	4.814	.121	4.573	5.054
Father Attachment Score	4.511	.137	4.239	4.783
Peer (Friend) Attachment Score	5.080	.109	4.863	5.297
Mother Trust Attachment Score	5.387	.133	5.103	5.630
Mother Communication Attachment Score	4.432	.126	4.181	4.684
Mother Alienation subscale Score	3.410	.137	3.139	3.682
Father Trust Attachment Score	5.120	.149	4.823	5.417
Father Communication Attachment Score	4.006	.154	3.699	4.312
Father Alienation subscale Score	3.604	.145	3.315	3.893
Peer Trust Attachment Score	5.499	.118	5.266	5.733
Peer Communication Attachment Score	4.864	.133	4.599	5.129
Peer Alienation subscale Score	3.284	.115	3.055	3.513

3. Parental Divorce/Separation Status

Dependent Variable	Parental Divorce/Separation Status	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Mother Attachment Score	Together	5.085	.163	4.761	5.410
	Separated/Divorced	4.542	.179	4.187	4.897
Father Attachment Score	Together	4.912	.184	4.545	5.278
	Separated/Divorced	4.110	.202	3.709	4.511
Peer (Friend) Attachment Score	Together	5.231	.147	4.939	5.524
	Separated/Divorced	4.929	.161	4.609	5.248
Mother Trust Attachment Score	Together	5.574	.179	5.219	5.930
	Separated/Divorced	5.159	.196	4.770	5.548
Mother Communication Attachment Score	Together	4.745	.171	4.406	5.084
	Separated/Divorced	4.120	.187	3.749	4.491
Mother Alienation subscale Score	Together	3.114	.184	2.748	3.480
	Separated/Divorced	3.707	.202	3.306	4.108
Father Trust Attachment Score	Together	5.610	.201	5.210	6.011
	Separated/Divorced	4.630	.220	4.192	5.068
Father Communication Attachment Score	Together	4.319	.208	3.905	4.733
	Separated/Divorced	3.692	.228	3.240	4.145
Father Alienation subscale Score	Together	3.182	.196	2.792	3.572
	Separated/Divorced	4.027	.215	3.600	4.454
Peer Trust Attachment Score	Together	5.670	.159	5.355	5.985
	Separated/Divorced	5.329	.174	4.983	5.674
Peer Communication Attachment Score	Together	5.117	.180	4.759	5.475
	Separated/Divorced	4.611	.197	4.220	5.003
Peer Alienation subscale Score	Together	3.210	.155	2.901	3.519
	Separated/Divorced	3.358	.170	3.020	3.696

4. Gender * Parental Divorce/Separation Status

Dependent Variable	Gender	Parental Divorce/Separation Status	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Mother Attachment Score	Male	Together	5.113	.219	4.678	5.548
		Separated/Divorced	4.522	.276	3.973	5.070
	Female	Together	5.058	.243	4.576	5.540
		Separated/Divorced	4.562	.228	4.110	5.014
Father Attachment Score	Male	Together	5.163	.247	4.671	5.654
		Separated/Divorced	4.238	.312	3.619	4.857

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Total	Mother Attachment Score	119.281	90			
	Father Attachment Score	163.696	90			
	Peer (Friend) Attachment Score	109.736	90			
	Mother Trust Attachment Score	139.844	90			
	Mother Communication Attachment Score	131.832	90			
	Mother Alienation subscale Score	152.804	90			
	Father Trust Attachment Score	197.670	90			
	Father Communication Attachment Score	197.801	90			
	Father Alienation subscale Score	185.355	90			
	Peer Trust Attachment Score	121.775	90			
	Peer Communication Attachment Score	195.949	90			
	Peer Alienation subscale Score	104.289	90			

a. R Squared = .056 (Adjusted R Squared = .024)
b. R Squared = .123 (Adjusted R Squared = .093)
c. R Squared = .169 (Adjusted R Squared = .140)
d. R Squared = .032 (Adjusted R Squared = -.001)
e. R Squared = .069 (Adjusted R Squared = .037)
f. R Squared = .064 (Adjusted R Squared = .032)
g. R Squared = .134 (Adjusted R Squared = .105)
h. R Squared = .078 (Adjusted R Squared = .044)
i. R Squared = .124 (Adjusted R Squared = .094)
j. R Squared = .127 (Adjusted R Squared = .097)
k. R Squared = .302 (Adjusted R Squared = .278)
l. R Squared = .023 (Adjusted R Squared = -.011)

Estimated Marginal Means

2. Gender

Dependent Variable	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Mother Attachment Score	Male	4.817	.176	4.467	5.167
	Female	4.810	.166	4.479	5.140
Father Attachment Score	Male	4.700	.199	4.305	5.096
	Female	4.321	.188	3.948	4.694
Peer (Friend) Attachment Score	Male	4.630	.158	4.315	4.945
	Female	5.530	.150	5.233	5.828
Mother Trust Attachment Score	Male	5.422	.193	5.038	5.805
	Female	5.311	.182	4.949	5.673
Mother Communication Attachment Score	Male	4.348	.184	3.982	4.713
	Female	4.517	.174	4.172	4.862
Mother Alienation subscale Score	Male	3.316	.199	2.922	3.711
	Female	3.504	.187	3.132	3.877
Father Trust Attachment Score	Male	5.280	.217	4.848	5.711
	Female	4.960	.205	4.553	5.368
Father Communication Attachment Score	Male	4.193	.224	3.747	4.639
	Female	3.818	.212	3.397	4.239
Father Alienation subscale Score	Male	3.365	.211	2.965	3.806
	Female	3.823	.200	3.426	4.220
Peer Trust Attachment Score	Male	5.114	.171	4.774	5.455
	Female	5.884	.162	5.563	6.206
Peer Communication Attachment Score	Male	4.057	.194	3.671	4.442
	Female	5.672	.183	5.308	6.036
Peer Alienation subscale Score	Male	3.392	.168	3.059	3.725
	Female	3.176	.159	2.862	3.491

4. Gender * Parental Divorce/Separation Status

Dependent Variable	Gender	Parental Divorce/Separation Status	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Peer Communication Attachment Score	Male	Together	4.370	.241	3.891	4.850
		Separated/Divorced	3.743	.304	3.138	4.347
	Female	Together	5.864	.267	5.332	6.395
		Separated/Divorced	5.480	.251	4.982	5.978
Peer Alienation subscale Score	Male	Together	3.416	.208	3.002	3.830
		Separated/Divorced	3.367	.262	2.845	3.889
	Female	Together	3.004	.231	2.546	3.463
		Separated/Divorced	3.349	.216	2.918	3.779

General Linear Model

Warnings

Box's Test of Equality of Covariance Matrices is not computed because there are fewer than two nonsingular cell covariance matrices.

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	45
	2.00	Female	47
Parental Divorce/Separation Status	1.00	Together	49
	2.00	Separated/Divorced	43

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
Intercept	Pillai's Trace	.756	65.704[b]	4.000	85.000	.000	.756	262.814	1.000
	Wilks' Lambda	.244	65.704[b]	4.000	85.000	.000	.756	262.814	1.000
	Hotelling's Trace	3.092	65.704[b]	4.000	85.000	.000	.756	262.814	1.000
	Roy's Largest Root	3.092	65.704[b]	4.000	85.000	.000	.756	262.814	1.000
GENDER	Pillai's Trace	.039	.867[b]	4.000	85.000	.487	.039	3.468	.265
	Wilks' Lambda	.961	.867[b]	4.000	85.000	.487	.039	3.468	.265
	Hotelling's Trace	.041	.867[b]	4.000	85.000	.487	.039	3.468	.265
	Roy's Largest Root	.041	.867[b]	4.000	85.000	.487	.039	3.468	.265
PARENTAL	Pillai's Trace	.087	2.023[b]	4.000	85.000	.098	.087	8.090	.583
	Wilks' Lambda	.913	2.023[b]	4.000	85.000	.098	.087	8.090	.583
	Hotelling's Trace	.095	2.023[b]	4.000	85.000	.098	.087	8.090	.583
	Roy's Largest Root	.095	2.023[b]	4.000	85.000	.098	.087	8.090	.583
GENDER * PARENTAL	Pillai's Trace	.044	.982[b]	4.000	85.000	.422	.044	3.928	.298
	Wilks' Lambda	.956	.982[b]	4.000	85.000	.422	.044	3.928	.298
	Hotelling's Trace	.046	.982[b]	4.000	85.000	.422	.044	3.928	.298
	Roy's Largest Root	.046	.982[b]	4.000	85.000	.422	.044	3.928	.298

a. Computed using alpha = .05

b. Exact statistic

c. Design: Intercept+GENDER+PARENTAL+GENDER * PARENTAL

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
RCMAS anxiety raw score	1.824	3	88	.149
physiological anxiety	1.217	3	88	.308
worry/oversensitivity	1.948	3	88	.128
social concerns/concentration	.145	3	88	.933

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+GENDER+PARENTAL+GENDER * PARENTAL

4. Gender * Parental Divorce/Separation Status

Dependent Variable	Gender	Parental Divorce/Separation Status	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Father Attachment Score	Female	Together	4.681	.274	4.117	5.205
		Separated/Divorced	3.982	.257	3.471	4.492
Peer (Friend) Attachment Score	Male	Together	4.836	.197	4.444	5.227
		Separated/Divorced	4.424	.248	3.930	4.917
	Female	Together	5.627	.218	5.193	6.061
		Separated/Divorced	5.434	.205	5.027	5.841
Mother Trust Attachment Score	Male	Together	5.626	.240	5.149	6.103
		Separated/Divorced	5.218	.302	4.617	5.818
	Female	Together	5.523	.266	4.995	6.051
		Separated/Divorced	5.100	.249	4.605	5.595
Mother Communication Attachment Score	Male	Together	4.744	.229	4.290	5.199
		Separated/Divorced	3.951	.288	3.379	4.524
	Female	Together	4.745	.253	4.242	5.249
		Separated/Divorced	4.288	.236	3.816	4.760
Mother Alienation subscale Score	Male	Together	3.074	.247	2.584	3.565
		Separated/Divorced	3.559	.311	2.941	4.177
	Female	Together	3.153	.273	2.610	3.697
		Separated/Divorced	3.855	.256	3.345	4.365
Father Trust Attachment Score	Male	Together	5.848	.270	5.312	6.385
		Separated/Divorced	4.712	.340	4.036	5.388
	Female	Together	5.373	.299	4.778	5.967
		Separated/Divorced	4.548	.280	3.991	5.105
Father Communication Attachment Score	Male	Together	4.633	.279	4.079	5.188
		Separated/Divorced	3.753	.351	3.054	4.452
	Female	Together	4.006	.309	3.390	4.619
		Separated/Divorced	3.632	.290	3.056	4.208
Father Alienation subscale Score	Male	Together	2.977	.263	2.454	3.499
		Separated/Divorced	3.794	.331	3.136	4.453
	Female	Together	3.368	.291	2.807	3.965
		Separated/Divorced	4.260	.273	3.717	4.803
Peer Trust Attachment Score	Male	Together	5.441	.213	5.018	5.884
		Separated/Divorced	4.788	.266	4.255	5.321
	Female	Together	5.900	.236	5.431	6.369
		Separated/Divorced	5.869	.221	5.429	6.309

Descriptive Statistics

	Gender	Parental	Mean	Std. Deviation	N
RCMAS anxiety raw score	Male	Together	9.8889	5.47254	27
		Separated/Divorced	10.4444	6.78428	18
		Total	10.1111	5.96285	45
	Female	Together	10.5909	7.75516	22
		Separated/Divorced	13.6000	5.95819	25
		Total	12.1915	6.94900	47
	Total	Together	10.2041	6.53191	49
		Separated/Divorced	12.2791	6.43401	43
		Total	11.1739	6.53412	92
physiological anxiety	Male	Together	3.3333	2.18386	27
		Separated/Divorced	2.8889	2.32351	18
		Total	3.1556	2.22843	45
	Female	Together	3.3182	2.76892	22
		Separated/Divorced	4.1600	2.59294	25
		Total	3.7660	2.68014	47
	Total	Together	3.3265	2.43574	49
		Separated/Divorced	3.6279	2.63568	43
		Total	3.4674	2.47382	92
worry/oversensitivity	Male	Together	4.2963	2.91963	27
		Separated/Divorced	4.2778	3.54477	18
		Total	4.2889	3.14514	45
	Female	Together	4.5455	3.71262	22
		Separated/Divorced	5.8000	2.90115	25
		Total	5.2128	3.32929	47
	Total	Together	4.4082	3.26547	49
		Separated/Divorced	5.1628	3.23518	43
		Total	4.7609	3.25800	92
social concerns/concentration	Male	Together	2.2593	1.97275	27
		Separated/Divorced	3.2778	1.99427	18
		Total	2.6667	2.02260	45
	Female	Together	2.6818	2.16875	22
		Separated/Divorced	3.6400	1.95533	25
		Total	3.1915	2.09179	47
	Total	Together	2.4490	2.05204	49
		Separated/Divorced	3.4884	1.95633	43
		Total	2.9348	2.06384	92

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Total	RCMAS anxiety raw score	15372.000	92				
	physiological anxiety	1663.000	92				
	worry/oversensitivity	3050.000	92				
	social concerns/concentration	1180.000	92				
Corrected Total	RCMAS anxiety raw score	3885.217	91				
	physiological anxiety	556.902	91				
	worry/oversensitivity	964.739	91				
	social concerns/concentration	387.609	91				

Tests of Between-Subjects Effects

Source	Dependent Variable	Noncent. Parameter	Observed Power[a]
Total	RCMAS anxiety raw score		
	physiological anxiety		
	worry/oversensitivity		
	social concerns/concentration		
Corrected Total	RCMAS anxiety raw score		
	physiological anxiety		
	worry/oversensitivity		
	social concerns/concentration		

a. Computed using alpha = .05

b. R Squared = .054 (Adjusted R Squared = .021)

c. R Squared = .034 (Adjusted R Squared = .001)

d. R Squared = .039 (Adjusted R Squared = .007)

e. R Squared = .073 (Adjusted R Squared = .041)

Estimated Marginal Means

1. Gender

Dependent Variable	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
RCMAS anxiety raw score	Male	10.167	.983	8.212	12.121
	Female	12.095	.945	10.218	13.973
physiological anxiety	Male	3.111	.376	2.364	3.859
	Female	3.739	.361	3.021	4.457
worry/oversensitivity	Male	4.287	.494	3.306	5.268
	Female	5.173	.474	4.230	6.115
social concerns/concentration	Male	2.769	.307	2.158	3.379
	Female	3.161	.295	2.574	3.748

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	RCMAS anxiety raw score	208.788[b]	3	69.596	1.666	.180	.054
	physiological anxiety	18.992[c]	3	6.331	1.036	.381	.034
	worry/oversensitivity	38.044[d]	3	12.681	1.204	.313	.039
	social concerns/concentration	28.260[e]	3	9.427	2.309	.082	.073
Intercept	RCMAS anxiety raw score	11134.176	1	11134.176	266.511	.000	.752
	physiological anxiety	1054.221	1	1054.221	172.466	.000	.662
	worry/oversensitivity	2010.415	1	2010.415	190.911	.000	.684
	social concerns/concentration	789.861	1	789.861	193.438	.000	.687
GENDER	RCMAS anxiety raw score	83.578	1	83.578	2.001	.161	.022
	physiological anxiety	8.860	1	8.860	1.449	.232	.016
	worry/oversensitivity	17.623	1	17.623	1.674	.199	.019
	social concerns/concentration	3.459	1	3.459	.847	.360	.010
PARENTAL	RCMAS anxiety raw score	71.367	1	71.367	1.708	.195	.019
	physiological anxiety	.887	1	.887	.145	.704	.002
	worry/oversensitivity	8.581	1	8.581	.815	.369	.009
	social concerns/concentration	21.946	1	21.946	5.374	.023	.058
GENDER * PARENTAL	RCMAS anxiety raw score	33.810	1	33.810	.809	.371	.009
	physiological anxiety	9.292	1	9.292	1.520	.221	.017
	worry/oversensitivity	9.103	1	9.103	.864	.355	.010
	social concerns/concentration	2.045E-02	1	2.045E-02	.005	.944	.000
Error	RCMAS anxiety raw score	3676.429	88	41.778			
	physiological anxiety	537.911	88	6.113			
	worry/oversensitivity	926.695	88	10.531			
	social concerns/concentration	359.329	88	4.083			

Tests of Between-Subjects Effects

Source	Dependent Variable	Noncent. Parameter	Observed Power[a]
Corrected Model	RCMAS anxiety raw score	4.998	.423
	physiological anxiety	3.107	.272
	worry/oversensitivity	3.613	.313
	social concerns/concentration	6.926	.564
Intercept	RCMAS anxiety raw score	266.511	1.000
	physiological anxiety	172.466	1.000
	worry/oversensitivity	190.911	1.000
	social concerns/concentration	193.438	1.000
GENDER	RCMAS anxiety raw score	2.001	.288
	physiological anxiety	1.449	.222
	worry/oversensitivity	1.674	.249
	social concerns/concentration	.847	.149
PARENTAL	RCMAS anxiety raw score	1.708	.253
	physiological anxiety	.145	.066
	worry/oversensitivity	.815	.145
	social concerns/concentration	5.374	.630
GENDER * PARENTAL	RCMAS anxiety raw score	.809	.144
	physiological anxiety	1.520	.230
	worry/oversensitivity	.864	.151
	social concerns/concentration	.005	.051
Error	RCMAS anxiety raw score		
	physiological anxiety		
	worry/oversensitivity		
	social concerns/concentration		

Spread-versus-Level Plots

Standard Deviations versus Means

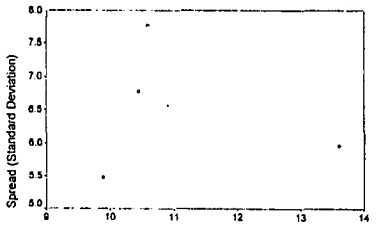
3. Gender * Parental Divorce/Separation Status

Dependent Variable	Gender	Parental Divorce/Separation Status	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
RCMAS anxiety raw score	Male	Together	9.889	1.244	7.417	12.361
		Separated/Divorced	10.444	1.523	7.417	13.472
	Female	Together	10.591	1.378	7.852	13.329
		Separated/Divorced	13.600	1.293	11.031	16.169
physiological anxiety	Male	Together	3.333	.476	2.388	4.279
		Separated/Divorced	2.889	.583	1.731	4.047
	Female	Together	3.318	.527	2.271	4.366
		Separated/Divorced	4.160	.494	3.177	5.143
worry/oversensitivity	Male	Together	4.296	.625	3.055	5.537
		Separated/Divorced	4.278	.765	2.756	5.798
	Female	Together	4.545	.692	3.171	5.920
		Separated/Divorced	5.800	.649	4.510	7.090
social concerns/concentration	Male	Together	2.259	.389	1.486	3.032
		Separated/Divorced	3.278	.476	2.331	4.224
	Female	Together	2.682	.431	1.826	3.538
		Separated/Divorced	3.640	.404	2.837	4.443

2. Parental Divorce/Separation Status

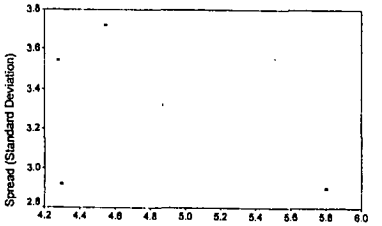
Dependent Variable	Parental Divorce/Separation Status	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
RCMAS anxiety raw score	Together	10.240	.928	8.393	12.085
	Separated/Divorced	12.022	.999	10.037	14.008
physiological anxiety	Together	3.328	.355	2.620	4.031
	Separated/Divorced	3.524	.382	2.765	4.284
worry/oversensitivity	Together	4.421	.466	3.495	5.347
	Separated/Divorced	5.039	.502	4.042	6.036
social concerns/concentration	Together	2.471	.290	1.894	3.047
	Separated/Divorced	3.459	.312	2.838	4.080

Spread vs. Level Plot of RCMAS anxiety ra



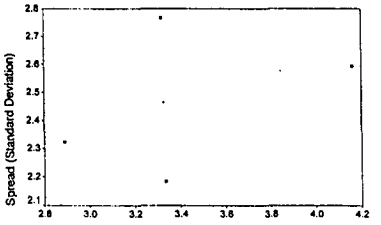
Groups: Gender * Parental Divorce/Separation Status

Spread vs. Level Plot of worry/oversensitivi



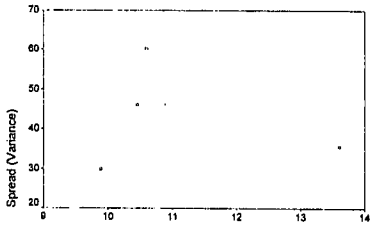
Groups: Gender * Parental Divorce/Separation Status

Spread vs. Level Plot of physiological anxie



Groups: Gender * Parental Divorce/Separation Status

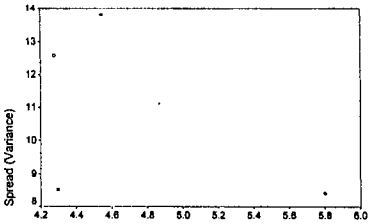
Spread vs. Level Plot of RCMAS anxiety ra



Level (Mean)

Groups: Gender * Parental Divorce/Separation Status

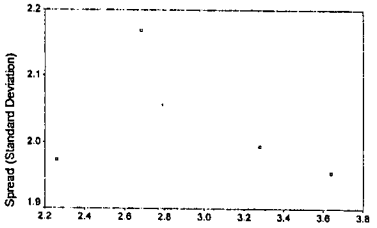
Spread vs. Level Plot of worry/oversensitivi



Level (Mean)

Groups: Gender * Parental Divorce/Separation Status

Spread vs. Level Plot of social concerns/cc

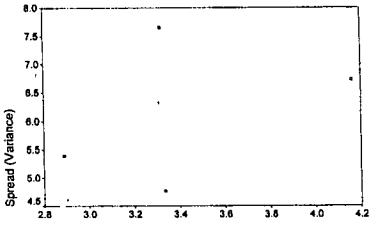


Level (Mean)

Groups: Gender * Parental Divorce/Separation Status

Variances versus Means

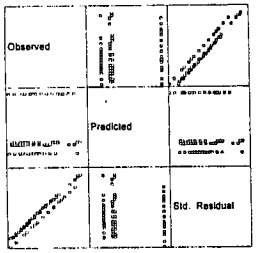
Spread vs. Level Plot of physiological anxie



Level (Mean)

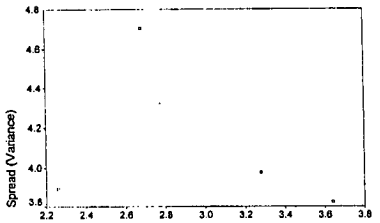
Groups: Gender * Parental Divorce/Separation Status

Dependent Variable: RCMAS anxiety raw



Model: Intercept + GENDER + PARENTAL + GENDER*PARENTAL

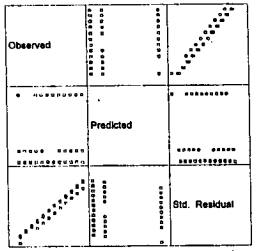
Spread vs. Level Plot of social concerns/cc



Groups: Gender * Parental Divorce/Separation Status

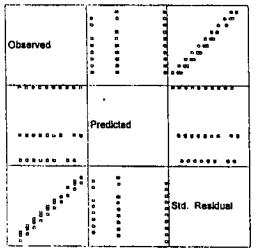
Observed * Predicted * Std. Residual Plots

Dependent Variable: worry/oversensitivity



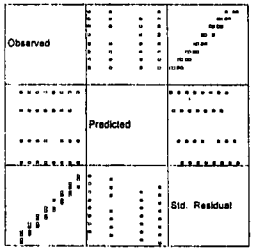
Model: Intercept + GENDER + PARENTAL + GENDER*PARENTAL

Dependent Variable: physiological anxiety



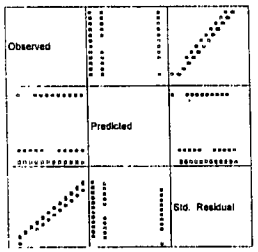
Model: Intercept + GENDER + PARENTAL + GENDER*PARENTAL

Dependent Variable: social concerns/cont



Model: Intercept + GENDER + PARENTAL + GENDER*PARENTAL

Dependent Variable: worry/oversensitivity



Model: Intercept + GENDER + PARENTAL + GENDER*PARENTAL

Peer (Friend) Attachment Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.92	2	2.2	2.2	44.6
	5.00	1	1.1	1.1	45.7
	5.08	3	3.3	3.3	48.9
	5.16	1	1.1	1.1	50.0
	5.36	1	1.1	1.1	51.1
	5.40	2	2.2	2.2	53.3
	5.44	2	2.2	2.2	55.4
	5.48	1	1.1	1.1	56.5
	5.52	1	1.1	1.1	57.6
	5.56	3	3.3	3.3	60.9
	5.60	2	2.2	2.2	63.0
	5.72	1	1.1	1.1	64.1
	5.76	3	3.3	3.3	67.4
	5.84	6	6.5	6.5	73.9
	5.88	1	1.1	1.1	75.0
	5.92	2	2.2	2.2	77.2
	5.96	1	1.1	1.1	78.3
	6.00	1	1.1	1.1	79.3
	6.04	3	3.3	3.3	82.6
	6.12	2	2.2	2.2	84.8
	6.24	1	1.1	1.1	85.9
	6.32	1	1.1	1.1	87.0
	6.36	1	1.1	1.1	88.0
	6.52	3	3.3	3.3	91.3
	6.56	1	1.1	1.1	92.4
	6.64	2	2.2	2.2	94.6
	6.72	2	2.2	2.2	96.7
	6.80	1	1.1	1.1	97.8
	7.00	2	2.2	2.2	100.0
	Total	92	100.0	100.0	

General Linear Model

Frequencies

Statistics

Peer (Friend) Attachment Score

N	Valid	92
	Missing	0
Median		5.2600

Peer (Friend) Attachment Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.92	1	1.1	1.1	1.1
	2.00	1	1.1	1.1	2.2
	2.96	1	1.1	1.1	3.3
	3.04	1	1.1	1.1	4.3
	3.20	1	1.1	1.1	5.4
	3.28	1	1.1	1.1	6.5
	3.48	1	1.1	1.1	7.6
	3.60	1	1.1	1.1	8.7
	3.64	1	1.1	1.1	9.8
	3.68	2	2.2	2.2	12.0
	3.76	1	1.1	1.1	13.0
	3.84	1	1.1	1.1	14.1
	3.88	1	1.1	1.1	15.2
	4.04	1	1.1	1.1	16.3
	4.08	2	2.2	2.2	18.5
	4.12	1	1.1	1.1	19.6
	4.20	3	3.3	3.3	22.8
	4.28	1	1.1	1.1	23.9
	4.44	3	3.3	3.3	27.2
	4.48	1	1.1	1.1	28.3
	4.52	1	1.1	1.1	29.3
	4.56	3	3.3	3.3	32.6
	4.60	3	3.3	3.3	35.9
	4.68	1	1.1	1.1	37.0
	4.72	1	1.1	1.1	38.0
	4.80	1	1.1	1.1	39.1
	4.84	3	3.3	3.3	42.4

Descriptive Statistics

	PARAS2	PAS2	Mean	Std. Deviation	N
RCMAS anxiety raw score	1.0	1.0	13.1923	7.13313	26
		2.0	13.8500	6.07215	20
		Total	13.4783	6.62902	46
	2.0	1.0	9.5500	5.84425	20
		2.0	8.3462	5.49139	26
		Total	8.8696	5.61568	46
	Total	1.0	11.6087	6.78390	46
		2.0	10.7391	6.31905	46
		Total	11.1739	6.53412	92
physiological anxiety	1.0	1.0	4.1154	2.43847	26
		2.0	4.0500	2.74293	20
		Total	4.0870	2.54581	46
	2.0	1.0	2.9000	2.51103	20
		2.0	2.8077	2.09798	26
		Total	2.8478	2.26046	46
	Total	1.0	3.5870	2.51728	46
		2.0	3.3478	2.45146	46
		Total	3.4674	2.47382	92
worry/oversensitivity	1.0	1.0	5.3077	3.61980	26
		2.0	6.0000	2.71448	20
		Total	5.6087	3.24194	46
	2.0	1.0	4.2500	3.14350	20
		2.0	3.6538	3.05866	26
		Total	3.9130	3.07554	46
	Total	1.0	4.8478	3.42518	46
		2.0	4.8739	3.11309	46
		Total	4.7609	3.25600	92
social concerns/concentration	1.0	1.0	3.7692	2.02599	26
		2.0	3.8000	1.88065	20
		Total	3.7826	1.94266	46
	2.0	1.0	2.4000	2.01050	20
		2.0	1.8462	1.66979	26
		Total	2.0870	1.83577	46
	Total	1.0	3.1739	2.11139	46
		2.0	2.6957	2.00984	46
		Total	2.9348	2.06384	92

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	RCMAS anxiety raw score	509.794[a]	3	169.931	4.430	.006
	physiological anxiety	35.460[b]	3	11.820	1.995	.121
	worry/oversensitivity	75.566[c]	3	25.189	2.493	.065
	social concerns/concentration	69.609[d]	3	23.203	6.421	.001
Intercept	RCMAS anxiety raw score	11414.369[e]	1	11414.369	297.582	.000
	physiological anxiety	1087.830	1	1087.830	183.585	.000
	worry/oversensitivity	2066.122	1	2066.122	208.460	.000
	social concerns/concentration	789.062	1	789.062	218.357	.000
PARAS2	RCMAS anxiety raw score	472.816	1	472.816	12.327	.001
	physiological anxiety	34.141	1	34.141	5.762	.018
	worry/oversensitivity	65.487	1	65.487	6.481	.013
	social concerns/concentration	62.416	1	62.416	17.272	.000
PAS2	RCMAS anxiety raw score	1.686	1	1.686	.044	.834
	physiological anxiety	.141	1	.141	.024	.878
	worry/oversensitivity	5.226E-02	1	5.226E-02	.005	.943
	social concerns/concentration	1.546	1	1.546	.428	.515
PARAS2 * PAS2	RCMAS anxiety raw score	19.587	1	19.587	.511	.477
	physiological anxiety	4.097E-03	1	4.097E-03	.001	.979
	worry/oversensitivity	9.383	1	9.383	.929	.338
	social concerns/concentration	1.932	1	1.932	.535	.467
Error	RCMAS anxiety raw score	3375.423	88	38.357		
	physiological anxiety	521.442	88	5.925		
	worry/oversensitivity	889.173	88	10.104		
	social concerns/concentration	318.000	88	3.614		

Warnings

Box's Test of Equality of Covariance Matrices is not computed because there are fewer than two nonsingular cell covariance matrices.

Between-Subjects Factors

		N
PARAS2	1.0	46
	2.0	46
PAS2	1.0	46
	2.0	46

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.774	72.960[a]	4.000	85.000	.000
	Wilks' Lambda	.226	72.960[a]	4.000	85.000	.000
	Hotelling's Trace	3.433	72.960[a]	4.000	85.000	.000
	Roy's Largest Root	3.433	72.960[a]	4.000	85.000	.000
PARAS2	Pillai's Trace	.172	4.403[a]	4.000	85.000	.003
	Wilks' Lambda	.828	4.403[a]	4.000	85.000	.003
	Hotelling's Trace	.207	4.403[a]	4.000	85.000	.003
	Roy's Largest Root	.207	4.403[a]	4.000	85.000	.003
PAS2	Pillai's Trace	.018	.381[a]	4.000	85.000	.822
	Wilks' Lambda	.982	.381[a]	4.000	85.000	.822
	Hotelling's Trace	.018	.381[a]	4.000	85.000	.822
	Roy's Largest Root	.018	.381[a]	4.000	85.000	.822
PARAS2 * PAS2	Pillai's Trace	.025	.534[a]	4.000	85.000	.711
	Wilks' Lambda	.975	.534[a]	4.000	85.000	.711
	Hotelling's Trace	.025	.534[a]	4.000	85.000	.711
	Roy's Largest Root	.025	.534[a]	4.000	85.000	.711

a. Exact statistic

b. Design: Intercept+PARAS2+PAS2+PARAS2 * PAS2

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
RCMAS anxiety raw score	.723	3	88	.541
physiological anxiety	1.347	3	88	.264
worry/oversensitivity	1.249	3	88	.297
social concerns/concentration	.796	3	88	.498

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+PARAS2+PAS2+PARAS2 * PAS2

2. PARAS2

Dependent Variable	PARAS2	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
RCMAS anxiety raw score	1.0	13.521	.921	11.691	15.351
	2.0	8.948	.921	7.118	10.778
physiological anxiety	1.0	4.083	.362	3.363	4.802
	2.0	2.854	.362	2.134	3.573
worry/oversensitivity	1.0	5.554	.473	4.714	6.593
	2.0	3.952	.473	3.013	4.891
social concerns/concentration	1.0	3.785	.283	3.223	4.346
	2.0	2.123	.283	1.561	2.685

3. PAS2

Dependent Variable	PAS2	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
RCMAS anxiety raw score	1.0	11.371	921	9.541	13.201
	2.0	11.098	921	9.268	12.928
physiological anxiety	1.0	3.508	.362	2.788	4.227
	2.0	3.429	.362	2.709	4.148
worry/oversensitivity	1.0	4.779	.473	3.839	5.718
	2.0	4.627	.473	3.688	5.766
social concerns/concentration	1.0	3.085	.283	2.523	3.646
	2.0	2.823	.283	2.261	3.385

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Total	RCMAS anxiety raw score	16372.000	92			
	physiological anxiety	1663.000	92			
	worry/oversensitivity	3050.000	92			
	social concerns/concentration	1180.000	92			
Corrected Total	RCMAS anxiety raw score	3865.217	91			
	physiological anxiety	556.902	91			
	worry/oversensitivity	964.739	91			
	social concerns/concentration	387.609	91			

a. R Squared = .131 (Adjusted R Squared = .102)
b. R Squared = .064 (Adjusted R Squared = .032)
c. R Squared = .078 (Adjusted R Squared = .047)
d. R Squared = .160 (Adjusted R Squared = .152)

Estimated Marginal Means

1. Grand Mean

Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
RCMAS anxiety raw score	11.235	.651	9.940	12.529
physiological anxiety	3.468	.256	2.960	3.977
worry/oversensitivity	4.803	.334	4.139	5.467
social concerns/concentration	2.954	.200	2.557	3.351

4. PARAS2 * PAS2

Dependent Variable	PARAS2	PAS2	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
RCMAS anxiety raw score	1.0	1.0	13.192	1.215	10.779	15.606
		2.0	13.850	1.385	11.098	16.602
	2.0	1.0	9.550	1.385	6.798	12.302
		2.0	8.346	1.215	5.932	10.760
physiological anxiety	1.0	1.0	4.115	.477	3.167	5.064
		2.0	4.050	.544	2.968	5.132
	2.0	1.0	2.900	.544	1.818	3.982
		2.0	2.808	.477	1.859	3.756
worry/oversensitivity	1.0	1.0	5.308	.623	4.069	6.547
		2.0	6.000	.711	4.587	7.413
	2.0	1.0	4.250	.711	2.837	5.663
		2.0	3.654	.623	2.415	4.893
social concerns/concentration	1.0	1.0	3.769	.373	3.028	4.510
		2.0	3.800	.425	2.955	4.645
	2.0	1.0	2.400	.425	1.555	3.245
		2.0	1.846	.373	1.105	2.587